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ABSTRACT

Part 2 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the evaluation of instruction. Four competencies are considered: (1) that a curriculum consultant should be capable of implementing varied evaluation techniques for assessing teacher effectiveness (e.g., peer evaluation, observational techniques, self appraisal scales); (2) that a curriculum consultant should be capable of determining learning variables appropriate for assessment of instruction; (3) that a curriculum consultant should be capable of assessing teacher performance in the classroom; and (4) that a curriculum consultant should be capable of selecting personnel skilled to assume specific roles in the instructional program. Among materials included in the manual are a list of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the four competencies. (PHR)

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Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 2.0 Evaluating / Instruction

Competency Element: 2.1 A curriculum consultant should be capable of implementing varied evaluative techniques for assessing teacher effectiveness (e.g., peer evaluation, observational techniques, self-appraisal scales).

January 1974

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EC 123137

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Dividion of Training

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University of Missouri-Columbia

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #2: Evaluating / Instruction

MODULE ELEMENT SCOPE:

This module is designed to acquaint you with techniques for evaluating selected aspects of instruction. Emphasis is given to evaluating teacher effectiveness, utilizing pupil performance data as indicators of quality of instruction, assess classroom management and instruction, and selecting personnel for instructional programming. Through performance of this module you will gain knowledge of evaluation techniques and be involved in their application in simulated and real classroom situations.

MODULE ELEMENT SPECIFICATIONS:

Competency 2.1: A curriculum consultant should be capable of implementing varied evaluative techniques for assessing teacher effectiveness (e.g., peer evaluation, observational techniques, self-appraisal scales).

Competency Components:

2.1.1: To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

2.1.2: To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

2.1.3: To assist trainees in developing an understanding of the ethics involved in evaluating the teachers.

2.1.4: To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			2.1.1.1 The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.	
			2.1.1.2 The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.	
			2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.	
			2.1.1.4 The trainee will be able to summarize the role and position taken by professional education organizations on current issues in the evaluation of instruction.	
			2.1.2.1 The trainee will be able to demonstrate knowledge of current practices in evaluating teacher effectiveness.	
			2.1.2.2 The trainee will be able to analyze procedures used to evaluate teacher effectiveness.	
			2.1.2.3 The trainee will be able to analyze the criteria categories used in various teacher evaluation instruments.	
			2.1.3.1 The trainee will be able to demonstrate understanding of the use and misuse of evaluation of teacher performance.	
			2.1.3.2 The trainee will be able to develop his own philosophy about the ethical aspects of evaluation of teachers' performance.	
			2.1.4.1 The trainee will be able to recognize the variability of school district characteristics and be aware of their influences on teacher evaluation.	
			2.1.4.2 The trainee will be able to analyze an actual school system on selected characteristics.	
			2.1.4.3 The trainee will be able to determine the purposes and techniques used by an actual school district to evaluate teacher effectiveness.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference
			2.1.4.4 The trainee will be able to show the relationships between (1) the identified characteristics of the school district and (2) the district's perceived purposes and goals for using their present teacher evaluation procedures.	
			2.1.4.5 The trainee will be able to prepare recommendations for a school district relative to its teacher evaluation program.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

2.1.1.1.A

2.1.1.2.A

2.1.1.2.B

2.1.1.2.C

2.1.1.3.A

2.1.1.3.B

2.1.2.1.A

2.1.2.1.B

2.1.2.1.C

2.1.2.2.A

2.1.2.3.A

2.1.3.1.A

2.1.3.2.A

2.1.4.1.A

2.1.4.2.A

2.1.4.4.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objectives:

2.1.1.1 The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.

2.1.1.2 The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.

2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

2.1.1.4 The trainee will be able to summarize the role and position taken by professional education organizations on current issues in the evaluation of instruction.

Competency Component: 2.1.1 **To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.**

Behavioral Objective: 2.1.1.1 **The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.**

Enabling Activities	*Resources*	*Comments*
Before beginning work on specific teacher evaluation methods and techniques, the trainee should first have an orientation to the concepts of evaluation of instruction. The activities contained in this instructional unit should give an overview of the concepts and current thinking on evaluation of instruction. Overviews and general information on this topic may be found in several references. The references cited in this Objective are therefore a sample of the writing and thinking on this topic. 2.1.1.1.A Each reading has a series of specific exercises completed about the article. Answers are to be in short paragraphs; document answers when necessary. 1. M. C. Wittrock reading Wittrock's writing is a highly theoretical discussion of the	2.1.1.1.A Wittrock, M. C. "The Evaluation of Instruction: Cause-and-Effect Relations in Naturalistic Data," in Wittrock, M. C. and Wiley, D. E. (editors) The Evaluation of Instruction: Issues and Problems. New York: Holt, Rinehart, and Winston, Inc., 1970. pp. 3-17. Resource File 2.1.1.1.A	

2.1.1.1.A (continued)

faults of the traditional approaches to evaluation of instruction and his conceptualization of a more fruitful way of evaluating instruction.

a. Prepare a simple model showing the relationships of the four fundamental parts of Wittrock's conceptualization of evaluation of instruction.

b. Briefly define these four parts of the model.

c. Wittrock states that the previous traditional approaches to evaluation of instruction have been failures. What is the nature of these failures and what were the causes?

2. Dershimer (see Resource File 2.1.1.1.A) talks about the use of evaluation in decision making. The simplistic appearing statements actually contain much thought and far-reaching implications.

a. List and describe the purposes of evaluation which Dershimer discusses.

2.1.1.1.A (continued)

b. Drawing from the entire article, develop a model for evaluation which encompasses the totality of variables mentioned.

3. The EPIC evaluation scheme (in Resource File 2.1.1.1.A) is to be studied from the viewpoint of its possible applicability to evaluation of instruction.

   a. What are the similarities or contrasts between the EPIC scheme and those of the first two readings?

   b. To follow the EPIC scheme, how rigorous and detailed would you expect any evaluation to be? Why?

4. In your own words, what is involved in the concept "the evaluation of instruction"?

Competency Component: 2.1.1 To assist the trainee in becoming familiar with issues and philosphies regarding the evaluation of education

Behavioral Objective: 2.1.1.1 The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.1.A	In this activity the trainee was asked to read the read the resources contained in resource file 2.1.1.1.A and to respond in the prescribed way to the various references contained therein.

1. After reading the Wittrock article the trainee was to:

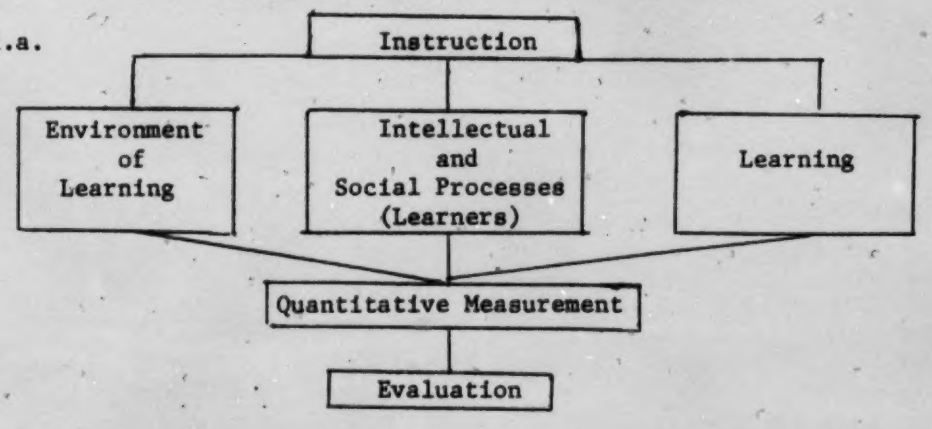
   a. Prepare a single model showing the relationship of the four fundamental parts of his conceptualization of evaluation of instruction.

   b. Briefly define the four parts of the model.

   c. Describe the nature of the failures of previous traditional approaches, as determined by Wittrock, and to state the causes of such failures.

The trainee's responses should resemble the following:

1.a.



WITTROCK'S CONCEPTUALIZATION OF EVALUATION OF INSTRUCTION

1.b. Environment of learning could equal the classroom; yet it should even extend to the attitude and the complete social-emotional climate within the classroom.

Competency Component:

2.1.1 To assist the trainee in becoming familiar with issues and philosphies regarding the evaluation of education.

Behavioral Objective:

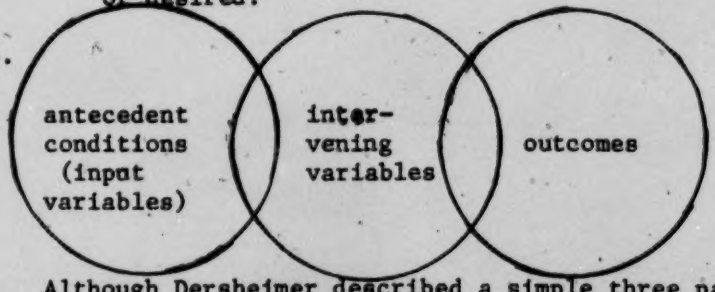
2.1.1.1 The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.1.A (continued)	Specifically it might include: a. amount of time devoted to learning b. textbooks used c. sequence of instruction d. characteristics of: 1. the curriculum 2. classroom 3. school library 4. training of the teacher Intellectual and social processes of learners involves the measurement of individual differences among students in terms of their performance at the end of the instruction. It could also involve the total use of these processes effectively within the classroom setting as well as outside the classroom setting as a function of the entire learning process. Learning involves the explicit changing of student behavior Evaluation of Instruction involves the interaction of all three preceding and the end result in the learner. 1.c. Wittrock states that: 1. Data and methods were designed to evaluate learners, learning or learning environments, but not for the more comprehensive problems of relating the learner's interaction with his environment to his learning. 2. When this data was applied to the comprehensive problems of evaluating instruction, they had been extrapolated far from their origins in differential psychology or experimental psychology. There has been experiences with only parts of the problems of evaluation.

Competency Component:

2.1.1 To assist the trainee in becoming familiar with issues and philosphies regarding the evaluation of education.

Behavioral Objective: 2.1.1.1 The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.1.A (continued)	2.a. Dersheimer says that the purposes of evaluation are: 1. descriptive and judging essentially - yet judgment should be limited to the question under study and kept within the boundaries for which there are supporting data. 2. providing more systematic ways of gathering data for many other purposes. 3. sharpening the objectives of any organization. 4. identifying and clarifying aspects of the situation where revision or improvement is most needed and/or desired.
	2.b.  Although Dersheimer described a simple three part schema he emphasized the importance of viewing the components as an "interlocking chain."
	3.a. I think both Wittrock and Dersheimer agree with this comceptualization by EPIC. The EPIC model, although it encompasses many of the concepts of Dersheimer, simplifies the concepts and the process of evaluation. All, I believe, think of evaluation as a continuous process. It should also be emphasized that the EPIC model, although simplified in its structure, seems to be much more complete in that the family as well as the community has some input into the evaluative process.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with issues and philosphies regarding the evaluation of education.

Behavioral Objective: 2.1.1.1 The trainee will be able to identify and summarize the points of view of selected educators regarding theories of instruction and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.1.A (continued)	3.b. The EPIC model is a guideline for essentials that should be considered in the total evaluative process. If one wants to arrive at decisions for future planning and enhancement of the learning process these guidelines should be adhered to. 4. Evaluation of instruction involves the total process of education, i.e., the learner, the learner's attributes, the environment from which he is a product, the learning envorinment, the curriculum, the teacher (her attitude, methods, interaction), textbooks, physical arrangements, satisfaction of behavioral objectives, and additional learning. Above all, we have to be aware that evaluation in the beginning, middle, and end of instruction is all encompassing and necessary if effective learning is to be planned for the learner.

Competency Component: 2.1.1 **To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.**

Behavioral Objective: 2.1.1.2 **The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.**

Enabling Activities	*Resources*	*Comments*
Accountability is "the condition of being accountable, liable or responsible" (Webster's New World Dictionary). Often the concept of accountability in the schools is associated with a limited notion of responsibility, namely, holding the teacher responsible for improving the arithmetic and reading scores of the children in his class. This narrow definition places emphasis on the quantitative, measurable side of learning. The concept of accountability in the schools has a larger scope and significance than a mere rating of teachers. The activities listed below are designed to acquaint the trainee with a broader definition of accountability in the schools and the implications for evaluation of teachers. 2.1.1.2.A The trainee should read introductory materials by Cook and Von Haden and King and develop his own understanding of accountability. The trainee should read for the following purposes:	2.1.1.2.A Resource File Von Haden, H. I. and King, J. M. "Accountability." In Von Haden & King, Eds. Innovations in Education: Their Pros and Cons. Worthington, Ohio: Charles A. Jones Publishing Co., 1971. pp. 31-36.	

2.1.1.2.A (continued)

1. What is the definition of accountability given by Von Haden and King? (p. 31)

2. According to Cook, what are the essential elements of educational accountability?

3. According to Cook, what are the relationships between the concepts of "accountability" and "evaluation"?

Cook. J. J. "Accountability in Special Education," Focus on Exceptional Children, V. 3, no. 9, February 1972. pp. 1-12.

2.1.1.2.B

After reading basic definitions of accountability and evaluation, the trainee should view the VIMCET tape and film entitled "Alternative Avenues to Educational Accountability" to gain an appreciation for the distinctions between personal, professional and public accountability. The trainee will use the answer sheets in Resource File 2.1.1.2.B as he views this material. The material is self correcting; the trainee does not turn in his answer sheet for instructor check.

2.1.1.2.B

VIMCET Tape and Filmstrip #22

Resource File 2.1.1.2.B

2.1.1.2.C

The trainee should now be prepared to read and summarize in-depth writings by leading educators who discuss the implications in the concept of accountability in education.

2.1.1.2.C Resource File

Combs, Arthur B. Educational Accountability. Washington, D. C.: Association for Supervision and Curriculum Development, 1972. pp. v. to 40.

2.1.1.2.C (continued)

Read the articles by Combs, Wildavsky, and Lessinger. When reading these points of view, look for (a) the writers' basic philosophies or orientation toward the concept of accountability and (b) how these philosophies would be manifested in a program to evaluate teacher effectiveness.

Prepare and submit to your instructor a short paper covering the following points:

1. Summarize in one paragraph for each the definition of accountability put forth by (a) Combs, (b) Wildavsky and (c) Lessinger.

2. Von Haden and King point out one potential criticism that is "trying to measure the results of education objectively will further neglect those educational outcomes that are at the root of society's trials by focusing instruction on measurable, often meaningless, minutiae." Briefly discuss the viewpoints of Combs, Wildavsky, and Lessinger in relation to this criticism.

3. Discuss in one paragraph for each writer your perceptions of what Combs, Lessinger, and

Lessinger, L. "Engineering Accountability for Results in Public Education," Phi Delta Kappan, V. 52, December 1970. pp. 217-225.

Wildavsky, A. "A Program of Accountability for Elementary Schools," Phi Delta Kappan, V. 52, December 1970. pp. 212-216.

Behavioral Objective 2.1.1.2 *Continued:*

2.1.1.2.C (continued)

Wildavsky would specify as the variables of teacher behavior that should be measured.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.2 The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.2.A	The trainee was asked to read the references in Resource File 2.1.1.2.A and to respond to the following questions: 1. What is the definition of accountability given by Von Haden and King? (p. 31) Answer: Von Haden and King define accountability as "the extent to which an individual or institution is willing and able to stand behind its work or its product and to correct a demonstrated or perceived fault. In public education, it refers to the committment of teachers administrators, and board members to being responsible for their performance and answerable for the results of their instructional programs" (p. 31). 2. According to Cook, what are the essential elements of educational accountability? Answer: Cook states that the essential elements of educational accountability are: 1. The educator must decide on specific objectives and be responsible for obtaining or helping students satisfy them. 2. The concept also implies systematic diagnosis of learner needs, establishment of priorities, a precise definition and description of the inputs, the processes, and the output-related goals of the educational experience. 3. Accountability process should be communicable to the consumers in an easily understood language of the particular public. 4. The whole process of governance in education must be tied to a fiscal and/or time framework so that the undertaking can be demonstrated to be thrifty, sensible and in general, presenting evidence of good stewardship.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.2 The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.2.A (continued)	3. According to Cook, what are the relationships between the concepts of "accountability and evaluation"? Answer: Cook feels that while the concept of evaluation is not mentioned specifically in the essential elements for accountability, it is a concept that is implicit and an integral part of accountability. He goes on to point out that evaluation can occur independently of accountability but that accountability cannot occur independent of evaluation. Evaluation is first concerned with making sure interpretable information is generated. He quotes Anderson (1971) in making a better distinction: 1. Evaluation is concerned primarily with effectiveness (the degree to which the institution or system succeeds in doing whatever it is trying to do); accountability is concerned with effectiveness and efficiency (the capacity to achieve results with a given expenditure of resources). 2. Educational evaluation is largely the concern of the educational institution or system itself. Accountability, on the other hand, carries with it the notion of external judgment and control.
2.1.1.2.B	The trainee is to view and listen to the VIMCET tape and filmstrip #22 and to complete the answer sheets found in Resource File 2.1.1.2.B. This activity is self-correcting and needs no evaluation by the instructor.
2.1.1.2.C	After the trainee reads the references in Resource File 2.1.1.2.C, he is to prepare and submit to his instructor a short paper encompassing the points outlined in this activity. The following samples may be helpful in evaluating this activity:

Competency Component: 2.1.1 To assist the trainee in becoming familiar with issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.2 The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.2.C (continued)	Lessinger defines accountability as the product of a process. Essentially it means that an agent, public or private enters into a contractual agreement to perform according to agreed upon terms within an established time utilizing stipulated resources and performance standards. Wildavsky defines accountability as a responsibility of the schools. He feels that the principal should bear the major responsibility for this. He states that there are various programs of accountability but one which would establish different norms for different groups of students. In this way it would be possible to compare groups of students with similar backgrounds and defined largely in terms of previous opportunities. Each group could be in rank order according to student performance on standardized tests. Wildavsky would point out that educational outcomes have to defined in terms that are measureable in order that teachers and all else concerned know when the goals have been reached. He even states that accountability has to be valued by all concerned if it is to succeed. The criterion variables simply serve as a roadmap to get us to the desired educational objective. Lessinger would point out that the contractual agreement has a direct influence on what is going to happen to the learner. The teacher must use my strategies, materials etc. to help him fulfill the contract. He states further that if teachers are armed with educational engineering skills in addition to professional skills they will be able to systematize meaningful instruction that will indeed allow them to satisfy the terms of their contract - hence accountability. Wildavsky would view the teacher variables only as they relate to school performance by the teacher. Her strategies are going to vary with the ethnic, socioeconomic level and stability of the group with whom she works. He feels that as teachers are able to motivate and bring students to the expected level of performance, they should be allowed to innovate in their methods and curriculum. The

Competency Component: 2.1.1 To assist the trainee in becoming familiar with issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.2 The trainee will be able to identify and summarize the current positions taken by three prominent educators regarding the concept of accountability and evaluation.

Activity No.	*Evaluation Criteria*
2.1.1.2.C (continued)	teacher's accountability is to the principal who should have a total group of all his teachers as well as his students, at least in part. Lessinger on the other hand sees the teacher as one member of the contract who is obligated to improve or turn out a better product. To do this elements of education engineering are essential. These essentials are irrespective of individual teacher variations. They include: equipping the teachers with both the technological competence of essential engineering generalization, strategies, and tools and the professional practice of a successful instructor or educational manager. Lessinger continues to look at variation by stating, "In general educational organizations are influenced by three basic factors: the cultural or belief system, which sets policy in the form of goals and creates the mind-set by which activities are accepted; the technology, which determines the means available for reaching these goals; and the social structure of the organization in which the technology is embedded. An educational engineering process to produce accountability for results in the public schools attends constructively to these three basic factors." (p. 225)

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Enabling Activities	*Resources*	*Comments*
An understanding of evaluation of instruction involves looking at specific problem areas and issues raised by educators concerned with evaluation. Some of the specific issues deal with appropriate criteria to be used and research methodology. The activities for this objective involve the trainee's reading the work of selected educators to understand their viewpoints and to comprehend the issues brought out.		
2.1.1.3.A The writings of Gagné, Alkin, and Messick each point out a different category of criterion variables which should be emphasized in the evaluation of instruction. Messick discusses the importance of cognitive style of the learner as a measure in an evaluation study. Gagné discusses instructional variables; Alkin's paper concerns itself with cost effectiveness and cost efficiency as evaluation variables.	2.1.1.3.A Resource File The following are to be found in Wittrock, M. C. and David E. Wiley, editors. The Evaluation of Instruction: Issues and and Problems. New York: Holt, Rinehart & Winston, Inc., 1970. Gagné, Robert. "Instructional Variables and Learning Outcomes," pp. 105-126. Messick, Samuel. "The Criterion Problem in the Evaluation of Instruction: Assessing Possible, Not Just Probable, Intended Outcomes," pp. 183-202.	

2.1.1.3.A (continued)

The trainee is to read the three selections indicated and summarize briefly the major points made in each paper.

2.1.1.3.B

The determination of teaching effectiveness and teacher competency has occupied a major role in the evaluation of instruction. The trainee is directed to read selections discussing past research efforts in this area and the points of view of selected educators. The excerpt from the Encyclopedia of Educational Research is a comprehensive summary of research on teacher effectiveness from 1960 to 1966 and is to be read for background information only. Saadeh, Musella, and Anderson and Hunka articles are to be read and the major points of each briefly summarized.

Alkin, Marvin. "Evaluating Net Cost-Effectiveness of Instructional Programs," pp. 221-238.

2.1.1.3.B Resource File

Flanders, Ned A. "Teacher Effectiveness," in Encyclopedia of Educational Research. N. L. Gage, editor. American Educational Research Association. 4th edition, 1969. pp. 1423-1437.

Musella, Donald. "Improving Teacher Evaluation," Journal of Teacher Education, V. 21, no. 1, Spring 1970. pp. 15-21.

Saadeh, Ibrahim Q. "Teacher Effectiveness or Classroom Efficiency: A New Direction in the Evaluation of Teaching," Journal of Teacher Education, V. 21, no. 1, Spring 1970. pp. 73-91.

Anderson, C. C. and S. M. Hunka. "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, V. 33, Winter 1963, pp. 74-95.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Activity No.	*Evaluation Criteria*
2.1.1.3.A	In this activity the trainee was to read the three selections found in Resource File 2.1.1.3.A and to summarize briefly the major points in each selection. The following responses are to be considered examples of what should be expected from the trainee: Gagné, Robert article: Gagné states that although evaluation is used consistently in connection with educational program, it is the student's performance that should be used as the criterion necessary to determine if the system is functioning properly. Whether the system is functioning properly is determined by many variables: how teachers conduct their questioning, how the administration handles or reacts to innovations or even whether the class meets the interests or needs of the student. However, the learner outcomes are the most essential part of any evaluation. He sees the problem of measuring these learner outcomes as being very significant. He says that one should be able to answer two basic questions--What is being measured? and How much?; and that measurement requires that there be a defined set of operations as a basis for agreement so that inferences can be made as to what is measured. One of his major concerns is that the reader be aware of the two primary characteristics of measurement--distinctiveness and freedom from distortion. He defines distinctiveness as the aim of ruling out the observations of one category of capability as apposed to some other capability. The purpose being to assess the effectiveness of some particular learning situation. Freedom from distortion in measurement simply means to provide controls so that the teacher can be reasonably certain that he is assessing what he intends to assess and consequently can properly make some inferences from the results.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Activity No.	*Evaluation Criteria*
2.1.1.3.A (continued)	evaluation is a multivariate concept that entails the interaction of cognitive and affective styles. This interaction directly influences the obtained measures. Alkin article: Alkin is concerned with the identification of cost and benefits associated with alternatives for instruction. It is important to obtain maximum benefit for the cost. He advocates that cost-benefit analysis is the best way to attain the most desirable results. He states, "One of the main requirements of cost-benefit analysis is that both input and output measures be specified in the same units, namely dollars." In order to make some valid judgments about specific programs it is essential to be aware of this concept. Cost-benefit analysis may not, however, address itself to the real issue--one of evaluation of the system components in terms of the objective dimensions defined. The concern with cost-effectiveness is, therefore, to be able to: a) compare educational outcomes of different units, b) assess impact of alternative levels of financial input, and c) select alternative approaches to the achievement of specified educational outcomes." (pp. 223-224) Alkin states that the following are essential components of a cost-effectiveness model: student inputs, educational outputs, financial inputs, manipulatable characteristics, and external systems. He draws a distinction between cost-benefit analysis and cost-effectiveness evaluation in that cost-benefit analysis depends primarily on financial benefits and, therefore, is of limited use. Cost effectiveness evaluation, on the other hand, takes a more comprehensive viewpoint. This model can be extremely effective in assessing the worth of "attentive ways of doing a given job."

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Activity No.	*Evaluation Criteria*
2.1.1.3.A (continued)	Messick article: Messick states that variations of individual differences are important in evaluating educational treatment efforts. This evaluation entails assessment of variables directly related to specific treatment goals and the assessment of personal and environmental variables that may moderate the learning. He further points out that it is important to recognize the interrelatedness of personal social environmental and educational factors and that these interactions should be systematically appraised in evaluating treatment effects. He makes a good point by stating that educational growth should not be viewed independently of human growth and that instructional experiences should not be viewed independently of other life experinces. Cognitive styles and affective reactions are integral to this discussion as: a) "personal characteristics that may interact with treatment variables to moderate learning, retention, and transfer, b) monitoring to detect any possible undesirable side effects of instruction, c) qualities to be fostered either directly as specific objectives of instructional programming or indirectly as by-products of other effects." Value judgments are very important in many aspects of evaluation. He says that not only should we be concerned with satisfaction of program objectives but also with the relevance of these objectives as well. Evaluation has two major functions: 1. to determine the nature and extent of treatment efforts (description) 2. to decide whether observed effects satisfy the standards of excellence. Cognitive styles appear to be very important diminsions to assess in the evaluation of instruction because they frequently interact with test formats and testing conditions to influence the student's score. He is most significantly pointing out that this area of

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Activity No.	*Evaluation Criteria*
2.1.1.3.B	The trainee was asked to read the references found in Resource File 2.1.1.3.B and to briefly summarize the major points of each article as they relate to educational research. The Flanders article is included as an overview of educational research. The following are examples of what might be expected from the trainee: Musella article: Although research has been conducted on teacher effectiveness and student growth or learning the cover-effect link between them is undetermined at this time. Research in the past has been conducted on the characteristics of teachers to determine which characteristics make for effective teachers and which characteristics lend themselves toward the least effective teacher. However, just looking at the teacher is not enough. The research being conducted concerning the teacher process and teacher-pupil interaction has been hindered by the limitations of direct classroom observation. Also, research has not been able to yield results which determine who should be doing the rating. Since past research has not provided much insight into teacher effectiveness, the authors suggest that research focus on providing teachers with a means of examining their own teaching. A proposal that allows for self-improvement in teaching by systems that provide feedback has been offered by the author. Saadeh, Ibrahim Q. article: He states that the research undertaken concerning teacher effectiveness has been insignificant and often contradictory. "No definition of the teaching act can assume that the test of its effectiveness does not lie in its accomplishment of the goals of education in terms of some pupil outcomes." He cites several definitions of teacher effectiveness of which the following is an example:

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Activity No.	*Evaluation Criteria*
2.1.1.3.B (continued)	"By teacher 'effectiveness' is usually meant the teacher's effect on the realization of some value. Usually, the value takes the form of some educational objective defined in terms of desired pupil behaviors, abilities, habits, or characteristics. Hence, the ultimate criterion of a teacher's effectiveness is usually considered to be his effect on his pupils' achievement of such objectives." Gage (18: 116) Criterion for teacher effectiveness should be in terms of learner outcomes. The question of the nature of the teaching-learning process is discussed. Interaction is very important and interaction he says, is the "black box" between antecedents, the elements of the structure of the teaching-learning process as independent variables, and the consequences in terms of learner outcomes as the dependent variables. He has called the relationship of the input variables to the dependent variables as system analysis. This type of analysis forces the user to grasp and to examine an area very comprehensibly and totally. It results in a vast amount of information concerning the effects of the school system input and allows for better decision making. He points out that there are several assumptions underlying the nature of the teaching profession, namely: 1. teaching should communicate knowledge that is both voluminous and changing 2. teaching involves mainly the cognitive structure 3. educational theory seems to have mainly internal validity 4. teaching techniques have to be integral to the learning process. 5. "the intellectual medium of communication in the interaction are verbal and nonverbal logical operations." 6. teacher effectiveness must be measured indirectly through learner performance. In conclusion he points out that a good understanding of variables in the teaching-learning process is essential to the understanding of the complexity of "teacher effectiveness."

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.3 The trainee will be able to summarize the current thinking of selected educators regarding the issues of criterion and methodological problems in evaluating instruction.

Activity No.	*Evaluation Criteria*
2.1.1.3.B (continued)	Anderson and Hunka article: Flanders in his review has disquietly summed up the Anderson and Hunka article. This article spotlights problem areas in research on teacher effectiveness. "They discuss studies which have used predictor or criterion variables and conclude that this research has reached a dead end. Attempts to build a theory of teaching from a statistical description of what is happening fail to prescribe what should be happening. Even examples of the best of teaching may not provide the theoretical basis for the most effective teaching."

Competency Component: 2.1.1 **To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.**

Behavioral Objective: 2.1.1.4 **The trainee will be able to summarize the role and position taken by professional education organizations on current issues in the evaluation of instruction.**

Enabling Activities	*Resources*	*Comments*
2.1.1.4 The American Federation of Teachers and the National Education Association are the two major education organizations in the U. S. The NEA is currently the largest; both organizations have been influential in affecting changes in American education and both are guided by fairly identifiable philosophies. Organizations affiliated and associated with NEA include Association for Supervision and Curriculum Development, National Association of Elementary School Principals, American Association of School Administrators, etc. Each of the NEA departments, affiliates, and associated organizations publishes its own periodical; the NEA general organization publication is Today's Education. Detailed information regarding the NEA's subdivisions and affiliates and their journals can be found in the publishers' file NEA in the MU-SEIMC or the Education Departments of the main MU library. The American Federation of Teachers has several state and city locals. The		

2.1.1.4 (continued)

periodical by the AFT is The American Teacher.

2.1.1.4.A

To satisfy the objective listed above the trainee will be required to search out and summarize recent journal articles from periodicals by each of the two organizations (NEA and AFT) which reflect the organization's philosophy regarding the evaluation of instruction.

The trainee will follow these guidelines:

1. One article must reflect the NEA position on evaluation of instruction and be from an official NEA department or NEA affiliate official journal.

2. One article must reflect the AFT position and be taken from an official AFT publication.

3. Each article must be recent (within past three years).

4. The summary should be not longer than four pages and contain :

   (a) major premises about evaluation of instruction by each organization and

2.1.1.4.A (continued)

(b) a discussion of the similarities and/or differences in the two organizations' points of view.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.4 The trainee will be able to summarize the role and position taken by professional education organizations on current issues in the evaluation of instruction.

Activity No.	*Evaluation Criteria*
2.1.1.4.A	The trainee was asked to find articles in the SEIMC and/or Library pertaining to the NEA's and the AFT's official position regarding evaluation of instruction. The trainee was to follow the guidelines: 1. One article must reflect the NEA position on evaluation of instruction and be from an official NEA department or NEA affiliate official journal. 2. One article must reflect the AFT position and be taken from an official AFT publication. 3. Each article must be recent (within the past three years). 4. The summary should not be longer than four pages and contain: a. major premises about evaluation of instruction by each organization b. a discussion of the similiarities and/or differences in the two organizations' point of view. The following should be helpful in evaluating this activity. NEA position on teacher evaluation states that evaluation may be required to improve the professional. Evaluation has two purposes--one that is job-oriented, used as a tool for hiring and firing, and one that is career-development oriented, to improve the effectiveness of the teacher in the classroom. In the past the job-oriented evaluation has had the major focus; however, NEA believes that evaluation's major emphasis should be on helping teachers become more effective. Their belief leads to their advocation of some basic principles: 1. Evaluation should be constructive to provide stimulation. 2. The process and procedures for evaluation should be mutually developed and acceptable to the teacher association, the administration and the school board. 3. Evaluation of non-tenured teachers should differ from evaluation of teachers in general.

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.4 The trainee will be able to summarize the role and position taken by professional education organizations on current issues in the evaluation of instruction.

Activity No.	*Evaluation Criteria*
2.1.1.4.A (continued)	4. Expert job-oriented evaluation should be utilized in reaching pertinent personnel decisions. 5. Adequate grievance procedures should be established that permit personnel decisions to be grievable. 6. Comprehensive career-development programs are needed to improve the skills and performance of all members of the school staff. 7. Every district should have a suitable staff of helping teachers, evaluators, supervisors as well as outside consultants to carry out both types of evaluation —job-oriented and career-development. Teacher effectiveness which should be central to evaluation is concerned not only with teacher performance per se but also with classroom climate, interaction, objectivity, motivation and, most of all,students. NEA also raises the question - Who should be evaluated? and states that if one is evaluated then everyone should be evaluated. This involves a team of experts, self-evaluation, evaluation by colleagues, students and parents. Essential to the process of teacher evaluation are the rights of teachers; consequently,all evaluations should be done openly with the full knowledge of the teacher being evaluated. These evaluations should reflect strengths and weaknesses of the teacher and concrete suggestions for improvement. AFT agrees that evaluation has been job-oriented in nature; however, they don't believe that quality of education will be significantly improved through evaluation. They state very frankly that the community is content to get as much as possible for the minimum dollar. Quality education will involve higher salaries, smaller classes and reduction of teaching hours. They feel that it would be better to raise entry standards of the profession rather than using stricter evaluations. Unfortunately, administrators have abused evaluation power and recommend independent self-evaluation, a team of evaluators VS individual, done at least once every five years, and at the request of the teacher. The AFT also believes

Competency Component: 2.1.1 To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Behavioral Objective: 2.1.1.4 The trainee will be able to summarize the role and position taken by professional education organizations on current issues in the evaluation of instruction.

Activity No.	*Evaluation Criteria*
2.1.1.4.A (continued)	that if evaluation is done it should accent the positive and be constructive in nature. The emphasis should be an analysis of both strengths and weaknesses, and that the term "analysis" might be substituted for evaluation.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objectives:

2.1.2.1 The trainee will be able to demonstrate knowledge of current practices in evaluating teacher effectiveness.

2.1.2.2 The trainee will be able to analyze procedures used to evaluate teacher effectiveness.

2.1.2.3 The trainee will be able to analyze the criteria categories used in various teacher evaluation instruments.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.1 The trainee will be able to demonstrate knowledge of current practices in evaluating teacher effectiveness.

Enabling Activities	*Resources*	*Comments*
Evaluation of teachers' performance has generally been performed basically by supervisor observation and the use of rating forms. An additional technique for evaluating teacher effectiveness is currently being developed-- short-term teaching performance tests. The activities listed for this objective are designed to acquaint the trainee with these techniques used to evaluate teacher performance. 2.1.2.1.A The techniques which should be used by supervisors or principals to observe teachers have been reported in the professional literature. The trainee is to read the two articles listed in the Resources column and find one additional recent journal article on this topic. Annotate the three articles by listing the major guidelines to be followed in observing teachers.	2.1.2.1.A Flinker, Irving. "Reporting Teacher Observation," The Clearinghouse, September, 1966. pp. 9-12. Hyman, Ronald T. "Frameworks for Observing Teaching," Journal of Secondary Education, November, 1968, pp. 313-319. Possible journals for 3rd article: Journal of Teacher Education National Elementary Principal Educational Leadership	I.M. #2.1, Page 40

2.1.2.1.B

The most widely-used technique is that of rating forms completed by a supervisor or administrator. The most recent broad-based compilation of data on this technique is the ERS circular in Resource File 2.1.2.1.B. Read pp. 1-25 of this report and write a summary paragraph describing the national trends and practices in using rating forms to evaluate teaching effectiveness.

2.1.2.1.C

The most recent innovation in the area of evaluating teaching effectiveness is the short term teaching performance tests being developed at Instructional Appraisal Services, 105 Christopher Circle, Ithaca, New York, 14850. The major developer of these tests (also called instructional mini-lessons) is W. J. Popham. The trainee is to read the article by Popham cited and summarize briefly the steps of this technique.

2.1.2.1.B

Resource File 2.1.2.1.B

2.1.2.1.C Resource File

Popham, W. J. "Performance Tests of Teaching Proficiency: Rationale, Development, and Validation," American Educational Research Journal, V. 8, no. 1, January, 1971, p. 105-117.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.1 The trainee will be able to demonstrate knowledge of current practices in evaluating teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.2.1.A	The trainee was asked to read the selections found in Resource File 2.1.2.1.A (2 listed and 1 to be found on his own) and to annotate them, listing the major guidelines to be followed in observing teachers. The following sample responses may be helpful in evaluating this activity: Flinker article: Guidelines to observing teachers. 1. If we want teachers to work like professional people we must treat them as such. 2. Supervisors must plan a sequence of important goals in accordance with the needs of each individual teacher to insure steady and continuous growth. 3. Use of an objective description and statement of recommendations rather than a checklist for reporting teacher behavior. 4. Limit the description of a lesson to a succinct account of its development. 5. Use several observations as opposed to one in which numerous recommendations might be given. 6. A ratio of five commendations to one or two suggestions provides a boost to the teacher's ego. 7. Reports should not include all negative or all positive recommendations. 8. Reports should have functional value to the growth of the teacher. 9. Stimulate self-evaluation. Hymen article: Hyman presents the following six frameworks for observing teaching: 1. The communications framework - this involves such concepts as feedback, messages, input, output, redundancy, selectivity, channel and media. The principal should ask about the message

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.1 The trainee will be able to demonstrate knowledge of current practices in evaluating teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.2.1.A (continued)	being transmitted in the classroom, what the teacher thinks he is transmitting and what he is indeed transmitting to the pupils. 2. The sociological framework - this involves such concepts as authority, power, influence, role, leadership and group. In this framework the principal should look for the interplay among three related notions: being in authority, being an authority and being authoritarian, 3. The games framework - this involves such concepts as competition, excitement, win/lose, penalty, referee, coach and strategy. The principal should focus on rules of the game that are actually played by the class, games teachers play, and the ideas teachers and pupils hold related to the competitive win/lose concept. 4. The aesthetics framework - this involves such concepts as rhythm, balance, harmony, creative expressiveness and beauty. The principal should focus on the way the teacher moves from point to point so as to build a climax and the rhythm of classroom. 5. The psychological framework -- this involves such concepts as interpersonal relations between teacher and pupil, personality, emotions, anxiety, acceptance, rejection, security, etc. 6. The cognitive framework - this involves such concepts as thinking operations, knowledge, content, subject matter and intelligence. Also discussed were framework for gathering data about the teacher, a principal supervisor: 1. The principal as observer must take a vantage point. The principal and teacher must both be clear on each others' framework. 2. The principal should seek to fully and clearly understand the perspective of the teacher. How does the teacher view teaching? 3. The principal should look for patterns in the teacher's activity.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.1 The trainee will be able to demonstrate knowledge of current practices in evaluating teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.2.1.A (continued)	4. The principal might do well to use a different framework or focus specifically within a framework for the various types of lessons he observes. 5. The principal by employing a particular framework with a teacher may use it as a base for establishing criteria for judging good teaching. The principal and teacher work together on what constitutes good teaching; therefore, both parties know what is expected of them and what is being examined with evaluative criteria.
2.1.2.1.B	After reading pp. 1-25 of the ERS Circular found in Resource File 2.1.2.1.B, the trainee was to write a summary paragraph describing the national trends and practices in using rating forms to evaluate teaching effectiveness. Although the responses will vary, the following points taken from the ERS Circular (p.3) should be considered when describing national trends and practices in using rating forms. Specifically, are they used mainly: 1. to stimulate improvement of performance? 2. to establish evidence where dismissal from service is an issue? 3. to decide on reappointment of probationary teachers? 4. to recommend probationary teachers for permanent status? 5. to select teachers for promotion? 6. to decide on reappointment of permanent teachers? 7. to qualify teachers for longevity pay? 8. to establish qualifications for merit pay? 9. to qualify teachers for acceleration on salary schedule?
2.1.2.1.C	Here, the trainee was asked to read the reference in Resource File 2.1.2.1.C and to briefly summarize the steps of the designated technique. The following steps should be included with the trainee's response: 1. Students are given a pre-test. 2. Teachers are involved in teaching for a specified period of time. 3. At the end of this period of instruction, a post-test is given to all students. 4. Student and teacher questionnaires are also filled out.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.2 The trainee will be able to analyze procedures used to evaluate teacher effectiveness.

Enabling Activities	*Resources*	*Comments*
The actual time table and procedures that school districts employ in programs of teacher evaluation vary widely. (Refer to pp. 9-25 of ERS circular in Resource File 2.1.2.1.B). School districts vary in the number of times a teacher is observed, who makes the judgements, the rating form used, etc. Any program of teacher evaluation should be guided by certain universal principles: 1. The purposes or goals of the evaluation program should be specifically articulated. 2. The teacher evaluation program must be coordinated with a system-wide staff development program. 3. Teacher acceptance and teacher involvement should be provided for. 4. Criteria should be sufficiently comprehensive and comprehensible.		

2.1.2.2.A

The trainee is to compare and contrast four teacher evaluation programs on the four essential principles listed above. Two programs - Portage, Michigan, and Cincinnati, Ohio, - are briefly described in the material in Resource File 2.1.2.2.A. The third is the Hartford, Connecticut program given on ERIC microfiche ED 045 602. The fourth is to be secured by the trainee from (a) the professional literature or (b) an actual local school system. (If (b), the trainee should write a letter or make a request in person to the Superintendent or assistant Superintendent for a copy of that school district's written policy and guidelines and copy of instruments used for teacher evaluation. The SECTraC instructor will help the trainee with this step if needed.)

2.1.2.2.A

Resource File 2.1.2.2.A

ERIC microfiche Ed 045 602.
Hartford Public Schools, Hartford, Connecticut, "Manual, Instrument for the Improvement of Instruction," 1969.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.2 The trainee will be able to analyze procedures used to evaluate teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.2.2.A	The trainee was asked to compare and contrast four teacher evaluation programs on the four essential principles stated in the activity. Three of the programs are contained in Resource File 2.1.2.2.A and the fourth is to be secured by the trainee from either the professional literature or a local school district. The following analysis should provide the instructor with some guidelines for adequately evaluating this activity: Analysis of the four teacher evaluation program (Portage, Michigan; Cincinnati, Ohio; Hartford Connecticut; Columbia, Missouri) on the four essential principles reveals the following: 1. The purposes or goals of the evaluation should be specifically articulated. On this principle all the school systems agree that the major purpose of teacher evaluation is the promotion of professional growth and improved teaching performance. This is done by obtaining information concerning a teacher's overall effectiveness and using the information constructively and cooperatively to help him become a more effective teacher. The Columbia system extended their purposes to include the provision of a framework for teacher-self-evaluation, records of teacher performance for administration purposes such as promotion, reassignment, termination of employment, protection from unwarranted criticism and future letters of recommendation. 2. The teacher evaluation program must be conducted with a system-wide staff development program. All of the school systems suggest that their evaluation program is coordinated with a system-wide staff development program. For example, in Portage a school-wide committee was assigned to develop guidelines. This committee acts as a resource body and as a helping group to correlate activities between the various schools. Each school then has its own committee made up of experienced staff members. 3. Teacher acceptance and teacher involvement should be provided for. The Portage, Hartford and Cincinnati systems provide for teacher involvement by planning and placing teachers on committees which decide upon the evaluation form, procedures, and resour es.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.2 The trainee will be able to analyze procedures used to evaluate teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.2.2.A (continued)	In all the school systems the teachers are aware of what they are being evaluated on. In Cincinnati, Hartford and Columbia teachers are also involved through the completion of self-evaluation forms. For example, in Cincinnati the teacher identifies the targets they are to be evaluated on. Portage extends their evaluation system and teacher evaluation system and teacher evaluation further than the other systems. They provide teachers with a choice of being taped and using this in self-evaluation. No one but the teacher has access to this tape. Also, the school system will finance having students from Western Michigan University conduct student evaluation of teachers. Incoming teachers are assigned a tenure advisor whose function is to assist new teachers in their teacher program by visiting the classroom on request, making suggestions, etc. A teacher may request a visit evaluation at any time. In all the systems the teacher and evaluator hold a conference to discuss the evaluation. 4. Criteria should be sufficiently comprehensive and comprehensible. To the extent that most of the evaluation forms being used are comprehensive the systems analyzed are comprehensive. However, this is not to say that they are as comprehensive as possible. The Hartford scale appears to be the most comprehensive as it involves far more facets. It not only considers the strengths and weaknesses but also the growth that has taken place. It also provides for possible future planning by providing specific suggestions and ideas. The Cincinnati program works only on those job targets the teacher identifies. It would seem possible that this is not very appropriate because many new teachers and teachers in need of help often do not realize what targets they need help with.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.2 The trainee will be able to analyze procedures used to evaluate teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.2.2.A (continued)	The Portage plan is vague, inconsistent and really doesn't seem to be considering many of the important features. The programs are all comprehensible. The Portage program is probably the most comprehensible since it provides a "Guide for Professional Growth of Teachers." This provides an indication of the level of performance expected and everyone understands the items checked. The Columbia system also has a "Guideline for Teacher Performance Record" which states the descriptors and definition of the items being evaluated on. As stated before, the systems analyzed are, for the most part, no better or no worse than the other evaluation procedures examined at this time.

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.3 The trainee will be able to analyze the criteria categories used in various teacher evaluation instruments.

Enabling Activities	*Resources*	*Comments*
Instruments for evaluating teachers have generally involved the use of some type of rating or rating scale. "Rating" is defined as an estimate of the degree to which an individual person possesses any given characteristic. A rating scale for teachers is a device used to evaluate the products, attitudes, or other characteristics of teachers. The activities for this objective are designed to acquaint the trainee with the variability in teacher rating scales. There is no generally accepted set of criteria for evaluating teacher performance. The problem of semantics has always confounded attempts to be objective. Inspection of teacher rating forms reveals that the instruments vary on several aspects. 1. The broad areas or global classifications vary. For		

2.1.2.3 (continued)

instance, below are two possible groupings:

Personal Qualifications
Teaching Skills
Relations with Others
Professional Spirit
Promise of Growth

and

Classroom Teaching
Personal Characteristics
Out-of-Classroom Responsibilities

2. The sets of attributes under any given broad area will vary from school district to school district. For example, the items or attributes under a given heading of "Professional Skills" will show a wide variance from form to form.

3. The wording of the various attributes used will similarly vary. Some forms use behavioral objective type statements (e.g., "uses varied instructional materials to meet individual needs of learner") while other forms might use less precise terms

2.1.2.3 (continued)

(e.g., "use of instructional materials").

4. The evaluation scale and definitions for the scale values will also be different in the various forms. Different forms use phrases such as "outstanding," "effective," "maximum," "satisfactory," or "superior" to indicate the highest level of performance.

Teacher rating forms should (1) reflect the local school district's conceptualization of what an effective or good teacher is, and (2) provide an objective way of measuring the attributes considered as components of effective teaching.

Other qualities which rating scales should possess are (1) reliability or consistency of measurement, (2) sensitivity to permit as fine distinctions as are typically made about teachers, and (3) utility in the sense that it is not too cumbersome or laborious to use.

2.1.2.3.A

Resource File 2.1.2.3.A contains five teacher rating instruments. These

2.1.2.3.A

Resource File 2.1.2.3.A

2.1.2.3.A (continued)

are to be used for the trainee activities and are not to be construed as exemplary models. No evaluation of goodness is intended in using these forms.

The trainee will compare these five rating forms along the following guidelines:

1. What broad areas of teaching competence do the various districts specify as important to evaluate? Are there differences between or among the districts?

2. How specific in wording are the various rating forms? Would these forms enable a rater to be objective in measuring the attributes listed? Which forms seem to meet this standard best? Least?

3. Are definitions given for the scale values? What are they?

4. Would a rater be able to use the forms in order to give an objective, measurable rating to a teacher?

5. What differences or similarities do you find among the

Behavioral Objective 2.1.2.3 *Continued:*

2.1.2.3.A (continued)

five school districts in their conceptualization of the qualities to be an effective teacher?

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.3 The trainee will be able to analyze the criteria categories used in various teacher evaluation instruments.

Activity No.	*Evaluation Criteria*
2.1.2.3.A	After having reviewed the criteria for teacher evaluation scales found in the introductory remarks of 2.1.2.3. the trainee was to compare the five rating scales found in Resource File 2.1.2.3.A along the guidelines designated in this activity. The following should be helpful in evaluating this activity: Of all the scales evaluated, the Columbia and the Glendale seem to provide the most systematic presentation of items to be evaluated. In addition, these two appear to contain the most comprehensive evaluation criteria. Some of the ones evaluated for this activity are vague in what they wish to measure, namely the Ventura. Both the Ventura and the Montgomery emphasize weaknesses of the teacher, or negative aspects. The Columbia seems to provide a broader base for the rater to point out strengths and weaknesses. The Ventura on the other hand appears to be the least effective. The following definitions are given for each scale:

	MAXIMUM		REASONABLE		UNACCEPTABLE	
Columbia	I	II	III		IV	V
Glendale	Sequence	Strong	Good	Fair	Weak	Unable to Evaluate
Montgomery	Satisfactory				Unsatisfactory	
Ventura	Satisfactory		Needs Improvement		Unsatisfactory	
New Orleans			Teacher's Comments		Principal's Comments	

The rater could use all the forms as is except the Ventura form.

The New Orleans scale seems to emphasize the negative qualities of the teacher. The Ventura scale and the Montgomery scale seem

Competency Component: 2.1.2 To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Behavioral Objective: 2.1.2.3 The trainee will be able to analyze the criteria categories used in various teacher evaluation instruments.

Activity No.	*Evaluation Criteria*
2.1.2.3.A (continued)	to emphasize broad areas but don't break these broad areas down into specifics that would provide a more comprehensive evaluation. The Columbia and the Glendale offer a broad spectrum in terms of latitude for evaluation-- not minutely specific but specific enough to demonstrate qualities outside the classroom as well as in the classroom. These two give importance to the qualities of teacher-pupil interaction, rapport , teacher-community interaction, and teacher-parent interaction.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.1.3 To assist trainees in developing an understanding of the ethics involved in evaluating the teachers.

Behavioral Objectives:

2.1.3.1 The trainee will be able to demonstrate understanding of the use and misuse of evaluation of teacher performance.

2.1.3.2 The trainee will be able to develop his own philosophy about the ethical aspects of evaluation of teachers' performance.

Competency Component: 2.1.3 To assist trainees in developing an understanding of the ethics involved in evaluating the teachers.

Behavioral Objective: 2.1.3.1 The trainee will be able to demonstrate understanding of the use and misuse of evaluation of teacher performance.

Enabling Activities	*Resources*	*Comments*
The American Federation of Teachers (AFT) and the National Education Association (NEA) are the major education organizations in the U. S. These two organizations have historically held divergent philosophies on many aspects of teacher rights and responsibilities. Such differences have led to competition between the AFT and NEA in achieving exclusive representation for local teachers over economic matters, for example. The activities in this objective are to assist the trainee in becoming familiar with the viewpoints of the NEA and the AFT on the specific topic of teacher evaluation. 2.1.3.1.A The article by Selden presents the AFT philosophy regarding teacher evaluation; the New Jersey Education Association policy statement on teacher evaluation represents a NEA position.	2.1.3.1.A Resource File Selden, David. "Evaluate Teachers?" (microfiche ED 032 271). 5 pages New Jersey Education Association "NJEA Speaks Out on Teacher Evaluation" (microfiche ED 045 600). 5 pages.	

2.1.3.1.A

Read these two articles to answer (in a brief paper) the following questions:

1. What is the basic philosophy of each organization? (e.g., does each group urge teacher evaluation, or argue against evaluation?)

2. Are there differences in the viewpoints expressed in these two articles? What are the differences?

Competency Component: 2.1.3 To assist trainees in developing an understanding of the ethics involved in evaluating the teachers.

Behavioral Objective: 2.1.3.1 The trainee will be able to demonstrate understanding of the use and misuse of evaluation of teacher performance.

Activity No.	*Evaluation Criteria*
2.1.3.1.A	In this activity the trainee was to read the situations in Resource File 2.1.3.1.A and to write a brief paper in response to the following questions: 1. What is the basic philosophy of each organization? 2. Are there differences in the viewpoints expressed in the two articles? What are the differences? This activity is very similar to Activity 2.1.1.4.A. The criteria used there may be used in this activity as well.

Competency Component: 2.1.3 **To assist trainees in developing an understanding of the ethics involved in evaluating the teachers.**

Behavioral Objective: 2.1.3.2 **The trainee will be able to develop his own philosophy about the ethical aspects of evaluation of teachers' performance.**

Enabling Activities	*Resources*	*Comments*
Professional ethics are the general principles of right or wrong conduct as applied to the special problems of a profession. The National Education Association has developed a code of ethics for the education profession-- a written set of standards designed to govern the actions of educators. This code of ethics does not specifically discuss evaluation but contains the following general statement: "He (the educator) exerts every effort to raise professional standards, to improve his service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education." The complete NEA code of ethics and the MSTA (Missouri State Teachers Association) code of ethics are contained in the reprint in Resource File 2.1.3.2.A for your perusal. Note the statement about the reason why such codes of ethics have not seemed to have had great impact on the education profession.		

2.1.3.2 (continued)

Ethical behavior in education is the reflection of a philosophy held by individuals of the "rightness" or "wrongness" of certain acts. Written policies of educational agencies reflect the ethics or sense of fair play held by individuals collectively.

Development of an ethical sense may be enhanced through weighing the opinions of others and introspection about one's own beliefs. The activities for this objective are designed to enable the trainee to articulate his own philosophy about the ethical aspects of evaluation of teacher's performance.

2.1.3.2.A

The trainee will separately interview a teacher and a school administrator to gain others' opinions about ethical behavior on this one topic. Guidelines and a suggested interview protocol are in Resource File 2.1.3.2.A. The trainee will summarize the opinions of these two educators in a paragraph apiece.

2.1.3.2.B

The trainee will develop a written statement (two pages or less)

2.1.3.2.A

Resource File 2.1.3.2.A

2.1.3.2.B (continued)

of his own beliefs about ethical practices in the evaluation of teachers. The following ideas may guide the trainee in developing his own philosophy:

1. the instrument by which teachers are evaluated
2. the uses of teacher evaluation
3. the steps taken in the evaluative process
4. the qualifications or background of the evaluator
5. the teacher's right to due process
6. the participation or role of the teacher in the evaluative process.

Competency Component: 2.1.3 To assist trainees in developing an understanding of the ethics involved in evaluating the teacher.

Behavioral Objective: 2.1.3.2 The trainee will be able to develop his own philosophy about the ethical aspects of evaluation of teachers' performance.

Activity No.	*Evaluation Criteria*
2.1.3.2.A	The trainee was to interview a teacher and a school administrator to gain others' opinions concerning teacher evaluation. The trainee was to utilize the guidelines in Resource File 2.1.3.2.A to aid in the interview process. After completing the interview, the trainee was to write a brief summary of the opinions obtained. The instructor must evaluate each paper individually. He should be sure that the responses are concise yet complete.
2.1.3.2.B	As a culminating experience, the trainee is to synthesize his ideas, experiences, and readings to write a brief statement of his philosophy of evaluation. Although each trainee's response will differ and should be evaluated independently, the following sample trainee response may be helpful in evaluating this activity: Evaluation is a continuous process of monitoring all facets of the teaching-learning process. It involves the teacher in constant self-evaluation as well as evaluation by his peers, supervisors, students and parents. The process should be one that helps the teacher grow professionally. Instruments designed to evaluate the teaching process need to be constructive in nature-- helping a teacher to improve the teaching-learning process--not destructive or incomplete. Instruments such as the "Withall Scale" or the Flanders interaction analysis help a teacher in the self-evaluative process. Evaluation extends to the superintendent and principals. They should be competent in the evaluation procedures and be able to lend their expertise to the teacher in the classroom setting. I feel evaluation not only extends to the teacher per se, but to the achieved learning outcome that reflects her school objectives as well as specific behavioral objectives based on the individual needs of her students. Evaluation in its true sense must be one which stimulates teachers to better teaching with the learners as benefactors.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objectives:

2.1.4.1 The trainee will be able to recognize the variability of school district characteristics and be aware of their influences on teacher evaluation.

2.1.4.2 The trainee will be able to analyze an actual school system on selected characteristics.

2.1.4.3 The trainee will be able to determine the purposes and techniques used by an actual school district to evaluate teacher effectiveness.

2.1.4.4 The trainee will be able to show the relationships between (1) the identified characteristics of the school district and (2) the district's perceived purposes and goals for using their present teacher evaluation procedures.

2.1.4.5 The trainee will be able to prepare recommendations for a school district relative to its teacher evaluation program.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.1 The trainee will be able to recognize the variability of school district characteristics and be aware of their influences on teacher evaluation.

Enabling Activities	*Resources*	*Comments*
Local school districts are guided by a State School Code which is a legally binding document and which determines certain procedures. However, local school districts also have autonomy in some other matters and in setting up specific procedures within a general guideline contained in the State School Code. For example, a State School Code may regulate that a teacher must be evaluated twice a year for the three years before tenure is granted; the local school district then establishes its own time table, procedures, and instruments for such evaluation. What procedures and practices that a local school district then establishes are determined by the school district's perceptions of the purposes that such practices will serve. Specific conditions or characteristics of a school district may influence how that school district perceives and interprets those goals.		

2.1.4.1 (continued)

In the matter of the evaluation of teachers, for example, one school district may utilize evaluation procedures as a means of upgrading the instruction through in-service. Another may utilize its program of teacher evaluation basically to keep only the "cream of the crop" because the district always has an overabundance of teacher applicants annually. A purpose such as the first one cited may be written as a part of the school district's policy; the second purpose cited never is, but is a sort of hidden or unwritten policy.

The conditions or characteristics that influence how a school district actually uses teacher evaluation will be highly situation-specific. The trainee is provided an opportunity here to explore the possible effect that certain school district characteristics might have on a school district's use of the evaluation of its teachers.

2.1.4.1.A

As background information, the trainee is to read the Encyclopedia of Educational Research excerpt and other materials contained in Resource File 2.1.4.1.A. From the materials

2.1.4.1.A

Resource File 2.1.4.1.A

2.1.4.1.A (continued)

in this resource file, make a listing of the major characteristics in which local school districts may vary.

2.1.4.1.B

Using the listing of school district characteristics identified in Activity 2.1.4.1.A as corrected or amended through conference with the SECTraC instructor, discuss in a brief paragraph each your judgments of the effect of the variability of each of these on the possible functions or uses of a teacher evaluation program. The trainee will want to comment on what he feels would be the written or official policy on teacher evaluation and the unwritten or common usage practices.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.1 The trainee will be able to recognize the variability of school district characteristics and be aware of their influences on teacher evaluation.

Activity No.	*Evaluation Criteria*
2.1.4.1.A	As a result of reading the background material contained in the activity and the references found in Resource File 2.1.4.1.A, the trainee was to make a listing of the major characteristics in which local school districts may vary. The following major characteristics should be among those identified by the trainee: 1. geographical dimensions a. county unit b. intermediate unit c. local unit d. region of nation 2. Degree of independence and/or dependence 3. Source of influence in decision making a. state b. local c. superintendent d. board of education e. principals f. teachers' organizations g. parent organizations 4. Reasons for employing evaluation a. salaries b. tenure c. turnover d. self-improvement e. improvement of instruction f. re-employment g. advancement

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.1 The trainee will be able to recognize the variability of school district characteristics and be aware of their influences on teacher evaluation.

Activity No.	*Evaluation Criteria*
2.1.4.1.B	The trainee was to use the school district characteristics identified in Activity 2.1.4.1.A as corrected or amended through conference with his SECTraC instructor to discuss in a brief paragraph his judgments of the effect of the variability of each on the possible functions or uses of a teacher evaluation program. Due to the nature of this activity, the SECTraC instructor must evaluate each one individually. The trainee's judgments should be consistent with his previously stated philosophy of evaluation.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.2 The trainee will be able to analyze an actual school system on selected characteristics.

Enabling Activities	*Resources*	*Comments*
The previous Objective required the trainee to develop a discussion of the implications of variability along some characteristics of school districts on the uses of a teacher evaluation program. This and the following Objective provide the trainee with an opportunity to test out in an applied situation the correctness of the trainee's perceptions and knowledge.		
2.1.4.2.A For this activity the trainee will develop a rating form and procedures by which he can assess a school district on specific characteristics identified in Objectives 2.1.4.1.A and B. The rating form developed will be used by the trainee in an interview situation; this does not involve the design of a questionnaire. The rating form will include (1) a name or label for a characteristic, (2) a brief description of that characteristic, and (3) a value scale.	2.1.4.2.A Resource File 2.1.4.2.A	

2.1.4.2.A (continued)

The value scales may be a dichotomy for some characteristics, or a continuum scale for others. The points on the value scale will be defined. See Resource File 2.1.4.2.A for examples of items and rating scales that might be employed.

2.1.4.2.B

The trainee will outline a list of steps in chronological order that he might go through in actually securing this information from a school district.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.2 The trainee will be able to analyze an actual school system on selected characteristics.

Activity No.	*Evaluation Criteria*
2.1.4.2.A	In this activity the trainee was asked to develop a rating form and procedures by which he can assess a school district on specific characteristics identified in Activity 2.1.4.1.A. The rating form should include 1) a name or label for a characteristic, 2) a brief description of that characteristic, and 3) a value scale. No doubt the trainee responses will vary and consequently must be evaluated by the SECTraC instructor individually. Completeness and consistency should be factors involved here.
2.1.4.2.B	The trainee was to outline a list of steps in chronological order that he might use in actually securing this information from a school district. The following is an example of a trainee's response which may be helpful as a guide for evaluation: Write introductory letter. Set up interview. Conduct interview Evaluate interview. Write letter of thanks.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.3 The trainee will be able to determine the purposes and techniques used by an actual school district to evaluate teacher effectiveness.

Enabling Activities	*Resources*	*Comments*
In Objective 2.1.4.2 the trainee developed a rating form by which a school district could be assessed on specific variables which seem to have influence on the techniques and purposes of its teacher evaluation program. The purpose of this Objective is to give the trainee an opportunity to use that rating scale developed to gather information about an actual school district. 2.1.4.3.A After the trainee has completed the activities for Objectives 2.1.4.1 and 2.1.4.2 and has discussed his work with the SECTraC instructor (with any revisions necessary) the trainee will interview an administrator in a local school district. The trainee will follow the procedures which he developed in Activity 2.1.4.2.B and gather information on the variables the trainee developed for Activity 2.1.4.2.A. The administrator to be interviewed should be a building principal or superintendent.		Note: At one point (the interview of a school administrator) the work for this Objective and for Objective 2.1.4.4 will be done simultaneously. Coordination with another SECTraC trainee may also be desirable; the SECTraC instructor can assist you with that coordination when you reach this point.

1.4.3.A (continued)

:cause of the demands on the time of
.ministrative staff, this activity may
:ed to be carried out cooperatively by
'o or more SECTraC trainees. The
.thering of this information should
.so be combined with the Activities for
›jective 2.1.4.4.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.3 The trainee will be able to determine the purposes and techniques used by an actual school district to evaluate teacher effectiveness.

Activity No.	*Evaluation Criteria*
2.1.4.3.A	The trainee was to utilize the rating form developed in Activity 2.1.4.2.A and to follow the procedure outline in 2.1.4.2.B to conduct an interview with a building principal or superintendent. More than one trainee may have had to combine their efforts due to the time factor. The nature of this activity requires no evaluation criteria; however the information gained from this activity may be combined with the activities for Objective 2.1.4.4.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.4 The trainee will be able to show the relationships between (1) the identified characteristics of the school district and (2) the district's perceived purposes and goals for using their present teacher evaluation procedures.

Enabling Activities	*Resources*	*Comments*
.1.4.4 The activities of this sequence 2.1.4.1. through 2.1.4.4) are to enable he trainee to gather information on a chool district's teacher evaluation rogram and the school district characeristics which seem to have influence n the type and uses of the teacher valuation process. The activities of his particular Objective (2.1.4.4.) re designed for a specific part of that lobal goal--determine the evaluation rocedure which a school district acually has in effect.		Note: At one point (the interview of a school administrator) the work for this Objective and for Objective 2.1.4.3 will be done simultaneously. Coordination with another SECTraC trainee may also be desirable; the SECTraC instructor can assist you with that coordination when you reach this point.
.1.4.4.A Resource File 2.1.4.4.A contains aterial which should be studied beore attempting Activities 2.1.4.4.B. he excerpt from Evaluation of Teacher ompetency is a summary of Criteria for ppraising teacher evaluation programs. he questionnaire is a copy of the intrument used by the Educational Reearch Service to compile the data in ts 1969 survey on Evaluating Teaching erformance.	2.1.4.4.A Resource File 2.1.4.4.A	

Behavioral Objective *Continued:*

2.1.4.4.A (continued)

(Note: This research report was also used as part of Objective 2.1.2.1). These materials should be studied and used as resource materials for the following activity:

1. Develop a survey instrument which you can use when interviewing a school administrator to ascertain (a) the procedures that a school district uses to evaluate its teachers and (b) the goals or purposes which the school district believes can be served by such evaluation.

2. The survey instrument will be developed along the same guidelines specified in Activity 2.1.4.2.A for the format of the items.

2.1.4.4.B

After the rating form has been approved, the trainee will use this instrument in the same interview which is part of Activity 2.1.4.3.A.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.4 The trainee will be able to show the relationships between (1) the identified characteristics of the school district and (2) the district's perceived purposes and goals for using their present teacher evaluation procedures.

Activity No.	*Evaluation Criteria*
2.1.4.4.A	The trainee was asked to read Resource File 2.1.4.4.A as resource material to develop a survey instrument which can be used when interviewing a school administrator to ascertain a) the procedures that a school district uses to evaluate its teachers and b) the goals or purposes which the school district believes can be served by such evaluation. Although the purpose is different, this activity is quite similar to activity 2.1.4.2.A and should be evaluated individually along the same guidelines.
2.1.4.4.B	Here, the trainee was to utilize the survey instrument developed in the same interview as specified in Activity 2.1.4.3.A. No evaluation criteria is needed.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.5 The trainee will be able to prepare recommendations for a school district relative to its teacher evaluation program.

Enabling Activities	*Resources*	*Comments*
2.1.4.5 The trainee has to this point gathered information on an actual school district concerning: (1) the way that school district varies on specific characteristics which have been determined to influence teacher evaluation (2) the procedures which that school district uses to evaluate its teachers, and (3) the goals which that school district seeks to accomplish by evaluating teaching performance. 2.1.4.5.A From the information gathered in this previous set of activities, the trainee is to prepare a paper (not more than three pages) along the following lines:		

2.1.4.5.A (continued)

1. Summarize briefly your findings which relate to (1), (2), and (3) above.

2. Do the stated goals of teacher evaluation seem consistent with the data you gathered about the school district's characteristics? Why or why not?

3. From just the data in part (1) above, what would you have predicted the answers to be to parts (2) and (3)? Are they different from what you found?

4. How do you account for any inconsistencies that you encountered?

5. Evaluate <u>your own ability</u> to make judgments about a school district through this approach. Evaluate this approach which has been developed in these activities as a means of making judgments of this kind.

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.5 The trainee will be able to prepare recommendations for a school district relative to its teacher evaluation program.

Activity No.	*Evaluation Criteria*
2.1.4.5.A	As a culminating experience in this Competency Component 2.1.4, the trainee was asked to use the information gathered in the previous set of activities to prepare a brief paper along the designated lines in the activity. The following response may be helpful in evaluating this activity: From the information gathered it could be determined that this school system is primarily in a rural geographic area whose economic base is education. It is classified as a local unified district with a student population of approximately 11,000 and approximately 600 teachers. The evaluation is usually done by the principal in each building with the assistance of other supervisors or department heads if needed. Each teacher is also asked to complete a "Teacher Performance Record" for self-evaluation. This evaluation along with the evaluation of the principal will be discussed. A summary of the self-evaluation and that of the principal will then be filed in the central office. The major purpose of evaluation is to provide the framework for teacher self-evaluation. The program of evaluation also provides a record of teacher performance for administrative purposes, such as: promotion, reassignment, termination of employment, protection from unwarranted criticism and future letters of reference. The goal of instruction is to provide for the continuous improvement of instruction and the evaluation of certificated personnel. The goals stated for teacher evaluation do not seem consistent with the district's procedures. For example, if the major goal is the improvement of instruction, then the evaluation should have to be done before June. Information obtained in June is not going to help any teacher improve the quality of instruction. Also the evaluation of a teacher not making progress does not have to be in until January. A teacher having difficulty certainly needs guidance before this time if the quality of instruction is to change. From the data gathered on the way, this district varied on specific characteristics which would influence teacher evaluation. The only different prediction that might have been made would pertain to the procedures used by the school district for evaluation. Being

Competency Component: 2.1.4 To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Behavioral Objective: 2.1.4.5 The trainee will be able to prepare recommendations for a school district relative to its teacher evaluation program.

Activity No.	*Evaluation Criteria*
2.1.4.5.A (continued)	in a primarily educational economic base it might have been expected that they would have a more extensive evaluation form. This would be expected because of all the information that could be obtained from the school of high education in the district. I do not feel that I can adequately make a good judgment about a school district from the limited exposure with them. Although this may be one way of gaining information it perhaps is too limited.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 2.0 Evaluating / Instruction

Competency 2.2 A curriculum consultant should be capable of determining learning variables appropriate for assessment of instruction.

January 1974

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Department of Health, Education, and Welfare

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #2: Evaluating / Instruction

MODULE ELEMENT SCOPE:

This module is designed to acquint you with techniques for evaluating selected aspects of instruction. Emphasis is given to evaluating teacher effectiveness, utilizing pupil performance data as indicators of quality of instruction, assess classroom management and instruction, and selecting personnel for instructional programming. Through performance of this module you will gain knowledge of evaluation techniques and be involved in their application in simulated and real classroom situation.

MODULE ELEMENT SPECIFICATIONS:

Competency 2.2 A curriculum consultant should be capable of determining learning variables appropriate for assessment of instruction.

Competency Components:

2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			2.2.1.1 The trainee will be aware of the pupil variables which could be used as criteria of instruction.	
			2.2.1.2 The trainee will become familiar with current writing of selected educators regarding the use of pupil performance data as criteria of instruction.	
			2.2.1.3 The trainee will be able to use professional references to gain information on stadardized instruments of pupil performance.	
			2.2.1.4 The trainee will be able to prepare a summary of pupil performance data for a simulated classroom situation.	
			2.2.1.5 The trainee will be able to prepare an analysis and interpretation of the effectiveness of an instructional program based on pupil performance data for a simulated classroom.	
			2.2.2.1 The trainee will be able to define the basic components of a pupil evaluation program.	
			2.2.2.2 The trainee will be aware of the purposes of a pupil evaluation program.	
			2.2.2.3 The trainee will be able to construct a hypothetical pupil evaluation program for a simulated school district.	
			2.2.3.1 The trainee will be able to ascertain the measurements of pupil performance that a school district utilizes.	
			2.2.3.2 The trainee will be able to determine the purposes of the pupil evaluation program of a school district.	
			2.2.3.3 The trainee will be able to become aware of the relationship between pupil measurements used and the stated goals of a pupil evaluation program in a school district.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

2.2.1.1.A

2.2.1.4.A

2.2.1.5.A

2.2.2.1.A

2.2.2.2.A

2.2.2.3.A

2.2.2.3.B

2.2.3.1.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objectives:

2.2.1.1 The trainee will be aware of the pupil variables which could be used as criteria of instruction.

2.2.1.2 The trainee will become familiar with current writing of selected educators regarding the use of pupil performance data as criteria of instruction.

2.2.1.3 The trainee will be able to use professional references to gain information on standardized instruments of pupil performance.

2.2.1.4 The trainee will be able to prepare a summary of pupil performance data for a simulated classroom situation.

2.2.1.5 The trainee will be able to prepare an analysis and interpretation of the effectiveness of an instructional program based on pupil performance data for a simulated classroom.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.1 The trainee will be aware of the pupil variables which could be used as criteria of instruction.

Enabling Activities	*Resources*	*Comments*
2.2.1.1 When schools are interested in assessing the effectiveness of their instructional programs, one of the most common techniques is to use test data of the pupils. Various tests are utilized for this purpose--some tests to show progress over a period of time in specific content areas, others to indicate the aptitudes or interests of the pupils. A curriculum consultant should be aware of the variety of pupil characteristics which can be assessed and could be utilized in instructional evaluation.		
2.2.1.1.A To give the trainee background of the variety of pupil characteristics which might be assessed, read the references cited and prepare a summary along the following lines: 1) List and define the pupil characteristics which might be utilized to evaluate instruction. 2) For each item on your list, give the reference or	2.2.1.1.A Resources Stake, R. E. Toward a technology for the evaluation of educational programs. AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally & Co., 1967, No. 1, pp. 1-12. Mehrens, W. A. & I. J. Lehmann. Standardized Tests in Education. New York: Holt, Rinehart & Winston, Inc., 1969, pp. 3-12, and Chapters 2-4.	

Behavioral Objective Continued:

2.2.1.1.A (continued)

references where you found it mentioned.

3) Go back through your list and rank the variables according to the importance attached to them by the concensus of the authors.

Submit your list to your SECTraC instructor.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicator of quality of instruction.

Behavioral Objective: 2.2.1.1 The trainee will be aware of the pupil variables which could be used as criteria of insturction.

Activity No.	*Evaluation Criteria*
2.2.1.1.A	The trainee was required to list and define pupil characteristics which might be utilized to evaluate instruction. The list was to be compiled after reading selected references. The trainee's work would be evaluated for comprehensiveness of the listing and throughness of his definitions. The following are items which should appear on the list: a. psychometric performance b. performance in standardized tests c. observable reading difficulties d. observable social interactions e. observation of inconsistencies f. recorded pace of performance g. observed performance on task analysis items h. communication skills i. performance on review exercises j. relationship between goal and observed student performance.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.2 The trainee will become familiar with current writing of selected educators regarding the use of pupil performance data as criteria of instruction.

Enabling Activities	*Resources*	*Comments*
2.2.1.2 Experts on educational evaluation have expressed opinions regarding the use of pupil performance data for making evaluative statements and decisions about instruction. The consultant may be asked to substantiate his own opinions about using such procedures by citing authorities in this field. The activities for this objective are designed to give the trainee background and familiarity with the views expressed by selected educators in this area. 2.2.1.2.A Read the following four references to gain an understanding of the views expressed. 1) The Uses and Limitations of Standardized Tests in Meeting the Demands of Accountability. By the Center for the Study of Evaluation, UCLA, Los Angeles, Calif. ED 053175.		

Behavioral Objective *Continued:*

2.2.1.2.A (continued)

2) Benjamin S. Bloom, "Testing Cognitive Ability and Achievement" in Handbook of Research on Teaching, N. L. Gage, (Ed.). Chicago: Rand McNally & Co., 1963, pp. 379-397.
3) Locate two additional references on this topic on your own. The references may be journal articles, books, monographs, etc. As a start, the works of such authorities as Ralph Tyler, R. L. Ebel, or Stanley Elam may be consulted.

2.2.1.2.B

The follow-up activity to your reading is to summarize and compare the points of view expressed in these four references. Prepare a summary statement of the opinions expressed in each of the sources. In a second section of your paper, compare the views by citing similarities or differences of opinions. The product should be not more than two pages long, and should be submitted to your SECTraC instructor.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.2 The trainee will become familiar with current writing of selected educators regarding the use of pupil performance data as criteria of instruction.

Activity No.	*Evaluation Criteria*
2.2.1.2.A	No evaluation criteria needed.
2.2.1.2.B	For this activity the trainee was to summarize the points of view expressed in four references (two have been specified in the Manual; two were to be selected by the trainee). The summaries should be comprehensive and concise. The following summary is provided as an example: Bloom concluded that the examining process must be viewed as a means of developing more effective instruction and is not an end in itself. The main difficulty expounded was that of devising data gathering vehicles that were clearly related to the educational process; the teacher and the student.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.3 The trainee will be able to use professional references to gain information on standardized instruments of pupil performance.

Enabling Activities	*Resources*	*Comments*
2.2.1.3 School personnel--administrators, directors of programs, individual teachers--frequently require objective data about pupils on which to base instructional decisions. Standardized tests are commonly-used measures to obtain objective pupil data. A curriculum consultant may be asked to serve as a resource person regarding available standardized tests and help make decisions when choosing a test. The following concerns arise in the process of selecting an appropriate test: What tests are available which would yield the information sought? Who can give the tests? How good are the tests? Are they valid measures of the pupil characteristics? Are the tests reliable in the scores they yield? How can a wise choice be made between test X and test Y, when Publisher X and Publisher Y make identical claims? There are sources of information on tests which can help provide answers to these and related questions. The		

Behavioral Objective . Continued:

2.2.1.3 (continued)

following activities are designed to assist the trainee in becoming familiar with these sources and to become adept in the use of them to gain specific information about standardized tests.

2.2.1.3.A

The most comprehensive source of information about tests is Buros' Mental Measurements Yearbook which is available in almost all libraries. The latest edition lists most of the published standardized tests that were in print at the time the yearbook went to press. Educational and psychological authorities review tests not previously reviewed in earlier editions of the Mental Measurements Yearbook and tests that have been subsequently revised. (Buros' Tests in Print is a bibliography and index to the earlier editions of the Mental Measurements Yearbook).

Use the Mental Measurements Yearbook to find information on the following tests:

1. Pre-Reading Screening Procedures
2. Peabody Individual Achievement Test
3. Slosson Intelligence Test

Behavioral Objective . Continued:

2.2.1.3.A (continued)

For each test, find the following information:

A. Publisher, publication date, cost, authors.
B. Skills tested and type of scores the test yields.
C. Administration time, group or individual administration, special qualifications needed by test administrator.
D. Type and age of pupils that the test is appropriate for.
E. General statement of purpose of the test.

Submit a written summary to your SECTraC instructor.

2.2.1.3.B

Other sources of information on tests are the various test publishers' catalogs and selected journals. For three tests use the sources listed below to find out the same four items of information outlined in activity 2.2.1.3.A. The three tests to be investigated will not be specified here; that, of course, will depend on the journal issue or publishers' catalog chosen. Submit your written summary to your SECTraC instructor.

Sources

Test #1. The catalog from one of the following:
American Guidance Services
California Test Bureau
The Psychological Corp.
Science Research Assoc.

Behavioral Objective Continued:

2.2.1.3.B (continued)

Test #2. Educational and Psychological Measurement (journal)
Test #3. The Journal of Educational Measurement

2.2.1.3.C

By completing activities 2.2.1.3.A and B, you have used three types of sources of information about standardized tests. It will now be obvious that some sources are better for specific types of information than others. For this activity, you are to give your opinion of the usefulness of these diverse sources of information.

Think of these sources of information as being in three categories--
(a) the Mental Measurements Yearbook,
(b) the journals you used, and
(c) publishers' catalogs. Prepare a paragraph answer to the following questions and submit your paper to your SECTraC instructor:

1. Which category of information sources is best for finding out what tests are available for a given area? Why?
2. Which category is best for finding out what new tests are available? Why?
3. Which category is best for finding out what specialists think of a specific test? Why?
4. Which category is best for finding out what research has been done with a specific test? Why?

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.3 The trainee will be able to use professional references to gain information on standardized instruments of pupil performance.

Activity No.	*Evaluation Criteria*
2.2.1.3.A	The trainee was required to find specific information in the Mental Measurements Yearbook on three specified tests. The following are examples of the answers to be given: (Information from Buros, 7th edition, c. 1972.)

TEST #1 Pre-Reading Screening Procedures Buros. p. 1140

A. Educators Publishing Service, Inc.
1968-69
$2.40/12 tests; #2./set of cards; $1./manual
Betu H. Slingerland

B. 7 subtests: Visual discrimination (6 hr. forms, word forms); visual perceptual memory (recognition, recall); copying; auditory discrimination; better knowledge
Scores - 7 ratings; one for each subtest; history subjective scoring; no information on words

C. 40 minutes admin. time groups of 20 or fewer children (evidently no special qualifications,

D. First grade entrants of average or superior intelligence

E. Identification of children at beginning school age who may show indications of specific learning disabilities.

TEST #2 Peabody Individual Achievement Test (Buros p. 33)

A. American Guidance Services, Inc. 1970
#24/set of test materials; $3/25 record booklets
Lloyd M. Dunn & Frederick C. Markwardt

B. 5 areas: materials, reading recognition, reading comprehension, spelling, general information
6 scores reported--5 areas listed above plus total score
Can be converted into a variety of norms; grade scores, percentile ranks within grade; age score; percentile ranks within age; normalized standard scores

C. 30-40 minutes
Individual
Can be given by para-professional, carefully selected, trained, and supervised

D. Kindergarten to grade 12

E. The purpose is to provide a wide-range screening measure of achievement in the areas of math., reading, spelling, and general information

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.3 The trainee will be able to use professional references to gain information on standardized instruments of pupil performance.

Activity No.	*Evaluation Criteria*
2.2.1.3.A (continued)	TEST #3 Slosson Intelligence Test (Buros, p. 764) A. Slosson Educational Publications 1961-3 $3.75/examiners kit(manual, 20 score sheets, and 20 copies of Slosson Oral Reading Test); $1./20 additional score sheets; $0.75/20 IQ classification charts Richard L. Slosson B. (Not reported in Buros) Ratio IQ C. 10-30 minutes Individual No specific qualifications necessary D. Ages 2 weeks and over E. The Slosson Intelligence Test is an individual screening instrument for both children and adults to evaluate an individual's mental ability.
2.2.1.3.B	The trainee was required to obtain specific information about three tests of his choosing, using (1) a test publishers catalog, (2) Educational and Psychological Measurement (any issue), and (3) The Journal of Educational Measurement (any issue). The instructor should evaluate this product for inclusion of all of the information asked for in Activity 2.2.1.3.A. The test investigated via the publisher's catalog should be described on all of those points. The information on the two tests investigated via the journals cannot be expected to be complete; some of the information specifically asked for will not typically appear in such journal articles.
2.2.1.3.C	The following answers should be expected for the questions posed in this activity: 1. Buros Less time consuming than looking through a myriad of journals and publishers' catalogs; Buros is arranged by content or type of test 2. Journals and/or publisher's catalogs More current information than Buros 3. Buros and/or journals Tests are reviewed by unbiased experts in educational measurement or in specific content fields.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.3 The trainee will be able to use professional reference to gain information on standardized instruments of pupil performance.

Activity No.	*Evaluation Criteria*
2.2.1.3.C. (continued)	4. Buros and/or journals Summarizes all research done, not just selected research as publishers' catalogs would

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.4 The trainee will be able to prepare a summary of pupil performance data for a simulated classroom situation.

Enabling Activities	*Resources*	*Comments*
2.2.1.4 Once pupil performance data has been gathered for a given group of learners, the information must be organized to facilitate analysis and interpretation. The curriculum consultant could be required to assist in this process or to perform it for a given classroom or school district. The following activity is designed to give the trainee experience in such a task. 2.2.1.4.A Resource File 2.2.1.4.A contains a variety of test scores for a classroom of children. Scores are given for several types of tests. First look through the data to get an idea of an organizing system to use. Then develop your system into a useable chart on which to record the scores. Fill in the chart with the data given in the Resource File. 2.2.1.4.B As a second step, summarize the data for the entire class in tabular form. The trainee will need to devise as many tables as he deems necessary to	Resource File 2.2.1.4.A	

Behavioral Objective Continued:

2.2.1.4.B (continued)

present all of the data given. (For assistance with the mechanical construction of tables, you may wish to consult Tate, M. W. Statistics in Education and Psychology, London: The MacMillan Co., 1965).

The trainee is to submit the products from both activities 2.2.1.4.A and B to the SECTraC instructor.

Competency Component: 2.2.1 To assist the trainee interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective 2.2.1.4 The trainee will be able to prepare a summary of pupil performance data for a simulated classroom situation.

Activity No.	*Evaluation Criteria*
2.2.1.4.B	The trainee is required to develop descriptive tables to summarize pupil data given in a simulated problem. The tables will vary in format but should be evaluated in the following way: 1. Are headings provided that succintly convey the types of information contained in the table? 2. Are descriptive statistical terms (mean, median, mode, range, standard deviation) used to summarize the data? 3. Are all the data summarized in the tables? 4. Are enough tables provided to report the essence of the data? For example, only making a frequency count of scores for each score point may not be sufficient to summarize the data. Tables showing score intervals and reports of the means, median, range, mode of applicable, standard deviation would also be needed. 5. Are data from more than one instrument summarized on the table? If so, are correlations given or a rationale for such comparisons? The tables on the following pages are for information for the instructor only and for checking the accuracy of the tables; they are not intended to be examples of the finished product.

WISC

(Scores are listed in descending order, regardless of student. That is the VIQ of 126, PIQ of 128, and FSIQ of 131 are not necessarily the scores of the same student)

VIQ	PIQ	FSIQ
126	129	131
121	127	126
120	118	120
119	117	117
118	117	115
118	115	115
114	114	114
111	113	113
110	113	113
110	113	112
109	110	112
108	108	109
106	108	109
105	107	109
105	106	107
104	104	106
104	103	104
103	101	103
101	100	101
100	100	101
99	99	101
95	97	92
89	94	89
82	92	88
81	90	87

range	81-126	_____	90-129	_____	87-131 _____
mean	102	_____	108	_____	108 _____
median	106	_____	108	_____	109 _____
standard deviation		_____		_____	

PUPIL	WISC			Key Math. Total Grade	Gates-McKillop Oral Read.	Metropolitan Achievement Test (Gr. 3&4) Grade Equiv.								
	VIQ	PIQ	FSIQ			Word Know.	Word Discrim.	Reading	Spelling	Lang. Usage	Lang. Punc. & Cap.	Total Lang.	Arith. Comp.	Arith. Prob. & Comp.
A	95	90	92	3.6	3.6	3.7	3.8	3.8	4.1	4.4	4.2	4.3	3.4	2.7
B	82	94	87	3.2	3.1	3.1	2.9	3.0	3.3	3.5	3.7	3.6	3.3	2.9
C	104	113	109	4.8	4.2	4.3	4.6	4.4	4.0	4.5	4.7	4.6	4.9	4.7
D	108	117	113	4.5	4.7	4.0	4.7	4.5	4.2	4.8	4.9	4.9	5.0	4.9
E	118	113	117	5.1	5.3	4.8	5.2	5.0	5.6	5.3	5.4	5.4	5.3	5.1
F	81	97	88	3.1	2.9	2.9	3.4	3.0	4.1	4.2	4.0	4.1	3.3	2.9
G	100	103	101	4.2	4.2	4.2	4.9	4.3	4.6	3.9	4.1	4.0	4.5	4.5
H	103	99	101	3.7	4.3	3.9	4.3	4.0	4.0	3.6	4.0	3.8	4.0	3.5
I	105	100	103	4.0	4.4	4.5	4.3	4.5	5.0	4.0	4.1	4.1	4.2	4.1
J	110	118	115	4.6	4.6	4.6	4.8	4.4	5.1	4.7	4.3	4.5	4.8	4.6
K	101	100	101	3.8	4.1	4.0	4.1	4.0	3.2	3.6	3.6	3.6	3.9	4.0
L	111	115	115	4.5	4.4	4.3	4.5	4.5	5.2	4.1	4.0	4.1	4.7	4.4
M	105	108	107	4.1	4.2	4.3	4.0	4.1	4.6	4.5	4.4	4.5	4.3	4.4
N	109	101	106	4.3	4.6	4.6	4.7	4.7	5.6	4.3	4.1	4.2	4.6	4.1
O	121	127	126	5.6	5.2	5.4	5.3	5.1	6.1	5.5	5.6	5.6	5.8	5.7
P	106	110	109	4.2	4.1	4.1	4.0	4.0	4.3	4.0	4.1	4.1	4.6	4.6
Q	126	129	131	5.5	4.7	5.0	5.4	4.0	5.6	5.1	5.3	5.2	5.5	5.3
R	118	104	112	4.7	4.0	4.4	4.6	4.3	4.9	4.5	4.3	4.4	5.0	4.7
S	114	107	112	4.4	3.9	4.3	4.5	4.1	4.7	3.9	3.8	3.9	4.6	4.5
T	110	114	113	4.0	4.1	3.9	4.0	4.0	4.7	4.3	4.4	4.4	4.1	3.9
U	120	117	120	4.2	4.3	4.1	4.3	4.2	4.6	4.2	4.3	4.3	4.0	3.9
V	89	92	89	3.3	3.4	3.6	3.5	3.2	3.0	3.0	2.9	3.0	3.4	2.9
W	119	106	114	4.3	4.3	4.4	4.6	4.6	5.4	4.0	4.3	4.2	4.5	4.7
X	99	108	104	3.9	3.9	3.9	4.3	4.0	4.1	4.2	4.2	4.2	4.0	3.8
Y	104	113	109	4.3	4.3	4.3	4.2	4.1	4.8	4.6	4.4	4.5	4.7	4.3

Key Math. - 4th Grade Class

Grade Scores		VIQ	PIQ	FSIQ (WISC)
A	3.6	95	90	92
B	3.2	82	94	87
C	4.8	104	113	109
D	4.5	108	117	113
E	5.1	118	113	117
F	3.1	81	97	88
G	4.2	100	103	101
H	3.7	103	99	101
I	4.0	105	100	103
J	4.6	110	118	115
K	3.8	101	100	101
L	4.5	111	115	115
M	4.1	105	108	107
N	4.3	109	101	106
O	5.6	121	127	126
P	4.2	106	110	109
Q	5.5	126	129	131
R	4.7	118	104	112
S	4.4	114	107	112
T	4.0	110	114	113
U	4.2	120	117	120
V	3.3	89	92	89
W	4.3	119	106	114
X	3.9	99	108	104
Y	4.3	104	113	109

Gates - McKillop Reading Diagnostic Tests

Oral Reading

A	3.6
B	3.1
C	4.2
D	4.7
E	5.3
F	2.9
G	4.2
H	4.3
I	4.4
J	4.6
K	4.1
L	4.4
M	4.2
N	4.6
O	5.2
P	4.1
Q	4.7
R	4.0
S	3.9
T	4.1
U	4.3
V	3.4
W	4.3
X	3.9
Y	4.3

Grade Equivalent

METROPOLITAN ACHIEVEMENT TEST (Gr. 3 & 4)

	Word Knowledge	Word Discrimination	Reading	Spelling	Language Usage	Language Punctuation & Cap.	Total Lang.	Arith. Comp.	Arith. Prob. & Concepts
A	3.7	3.8	3.8	4.1	4.4	4.2	4.3	3.4	2.7
B	3.1	2.9	3.0	3.3	3.5	3.7	3.6	3.3	2.9
C	4.3	4.6	4.4	5.0	4.5	4.7	4.7	4.9	4.7
D	4.0	4.7	4.5	5.2	4.8	4.9	4.9	5.0	4.9
E	4.8	5.2	5.0	5.6	5.3	5.4	5.4	5.3	5.1
F	2.9	3.4	3.0	4.1	4.2	4.0	4.1	3.3	2.9
G	4.2	4.9	4.3	4.2	3.0	4.1	4.0	4.5	4.5
H	3.9	4.3	4.0	4.0	3.6	4.0	3.8	4.0	3.5
I	4.5	4.3	4.5	5.0	4.0	4.1	4.1	4.2	4.1
J	4.6	4.8	4.4	5.1	4.7	4.3	4.5	4.8	4.6
K	4.0	4.1	4.0	3.2	3.6	3.6	3.7	3.9	4.0
L	4.3	4.5	4.5	5.2	4.1	4.0	4.1	4.7	4.4
M	4.3	4.0	4.1	4.6	4.5	4.4	4.5	4.3	4.4
N	4.6	4.7	4.7	5.6	4.3	4.1	4.2	4.6	4.1
O	5.4	5.3	5.1	6.1	5.5	5.6	5.6	5.8	5.7
P	4.1	4.0	4.0	4.3	4.0	4.1	4.1	4.6	4.6
Q	5.0	5.4	4.0	5.6	5.1	5.3	5.2	5.5	5.3
R	4.4	4.6	4.3	4.9	4.5	4.3	4.4	5.0	4.7
S	4.3	4.5	4.1	4.7	3.9	3.8	3.9	4.6	4.5
T	2.9	4.0	4.0	4.7	4.3	4.4	4.4	4.1	3.9
U	4.1	4.3	4.2	4.6	4.2	4.3	4.3	4.0	3.9
V	3.6	3.5	3.2	3.0	3.0	2.9	3.0	3.4	2.9
W	4.4	4.6	4.6	5.4	4.0	4.3	4.2	4.5	4.7
X	3.9	4.3	4.0	4.1	4.2	4.2	4.2	4.0	3.8
Y	4.3	4.2	4.1	4.8	4.5	4.4	4.5	4.7	4.3

Key Math	Gates McKillop Oral Reading
5.6	5.3
5.5	5.2
5.1	4.7
4.8	4.7
4.7	4.6
4.6	4.6
4.5	4.4
4.5	4.4
4.4	4.3
4.3	4.3
4.3	4.3
4.3	4.3
4.2	4.2
4.2	4.2
4.2	4.2
4.1	4.1
4.0	4.1
4.0	4.1
3.9	4.0
3.8	3.9
3.7	3.9
3.6	3.6
3.3	3.4
3.2	3.1
3.1	2.9

METROPOLITAN ACHIEVEMENT TEST

Word Know.	Word Discrim.	Reading	Spelling	Lang. Usage	Lang. P. & Cap.	Total Lang.	Arith. Comp.	Arith. Prob./ Con.
5.4	5.4	5.1	6.1	5.1	5.6	5.6	5.8	5.7
5.0	5.3	5.0	5.6	5.3	5.4	5.4	5.5	5.3
4.8	5.2	4.9	5.6	5.1	5.3	5.2	5.3	5.1
4.6	4.9	4.7	5.6	4.8	4.9	4.9	5.0	4.9
4.6	4.8	4.6	5.4	4.7	4.7	4.6	5.0	4.7
4.5	4.7	4.5	5.2	4.6	4.4	4.5	4.9	4.7
4.4	4.7	4.5	5.2	4.5	4.4	4.5	4.8	4.7
4.4	4.6	4.5	5.1	4.5	4.4	4.5	4.7	4.6
4.3	4.6	4.4	5.0	4.5	4.3	4.4	4.7	4.6
4.3	4.6	4.4	5.0	4.4	4.3	4.4	4.6	4.5
4.3	4.5	4.3	4.9	4.3	4.3	4.3	4.6	4.5
4.3	4.5	4.3	4.8	4.3	4.3	4.3	4.6	4.4
4.3	4.3	4.2	4.7	4.2	4.2	4.2	4.5	4.4
4.2	4.3	4.1	4.7	4.2	4.2	4.2	4.5	4.3
4.1	4.3	4.1	4.6	4.2	4.1	4.2	4.3	4.1
4.1	4.3	4.1	4.6	4.1	4.1	4.1	4.2	4.1
4.0	4.2	4.0	4.6	4.0	4.1	4.1	4.1	4.9
4.0	4.1	4.0	4.3	4.0	4.1	4.1	4.0	3.9
3.9	4.0	4.0	4.1	4.0	4.0	4.1	4.0	3.9
3.9	4.0	4.0	4.1	3.9	4.0	4.0	4.0	3.8
3.9	4.0	4.0	4.1	3.9	4.0	3.9	3.9	3.5
3.7	3.8	3.8	4.0	3.6	3.8	3.8	3.4	2.9
3.6	3.5	3.2	3.3	3.6	3.7	3.6	3.4	2.9
3.1	3.4	3.0	3.2	3.5	3.6	3.6	3.3	2.9
2.9	2.9	3.0	3.0	3.0	2.9	3.0	3.3	2.7

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.5 The trainee will be able to prepare an analysis and interpretation of the effectiveness of an instructional program based on pupil performance data for a simulated classroom.

Enabling Activities	*Resources*	*Comments*
2.2.1.5 Once pupil performance data has been gathered and summarized in a descriptive format, some type of interpretation is usually made of the meaning of the data. Generally the interpretation is in the form of relevant questions to be investigated and the pupil data used to partially supply the answers. The curriculum consultant could be involved in preparing such an interpretation for a school district. The following activities are designed to give the trainee an understanding of this process. 2.2.1.5.A Read Chapters 1-3 in Bloom, et al., (cited in Resource Column). After reading this selection, formulate a series of questions which could conceivably be partially answered by using pupil performance data. 2.2.1.5.B Using the questions developed for 2.2.1.5.A, write answers to them using the pupil performance data	2.2.1.5.A Resources Bloom, B. S., J. T. Hastings, and G. F. Madaus. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971, pp. 5-57.	

Behavioral Objective . Continued:

2.2.1.5.B (continued)

summarized in activity 2.2.1.4.A and B. Submit the finished product to your SECTraC instructor.

Competency Component: 2.2.1 To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Behavioral Objective: 2.2.1.5 The trainee will be able to prepare an analysis and interpretation of the effectiveness of an instructional program based on pupil performance data for a simulated classroom.

Activity No.	*Evaluation Criteria*
2.2.1.5.A	For this activity the trainee was required to formulate a listing of questions that could be answered by using pupil data. The list of questions was to be based on the reading cited in the Activity. Each trainee's list will vary according to his understanding of the reference. Major questions to be included are: 1. How can the data acquired be used to effect desirable changes in learners? 2. How can the information be used to help teachers and students with the evidence that they are attaining the desired goals? 3. What specific evaluation procedures are appropriate for providing specific information? 4. How can the information be used in developing appropriate educational objectives? For this activity, the trainee was required to prepare answers to the questions he generated in Activity 2.2.1.5.A using the data summarized in Activity 2.2.1.4.B. The evaluation of the trainee's work should be based on: 1. Clarity of answers 2. Relative correctness of answers (The instructor should realize that there may be no absolute right or wrong answers because of the brevity of information available in this simulation. Individual interpretations must be evaluated on a subjective basis with the instructor utilizing his own perceptions of a reasonable range of correct answers.)

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.2.2 To assist the trainee in designing program for the evaluation of pupil performance.

Behavioral Objectives:

2.2.2.1 The trainee will be able to define the basic components of a pupil evaluation program.

2.2.2.2 The trainee will be aware of the purposes of a pupil evaluation program.

2.2.2.3 The trainee will be able to construct a hypothetical pupil evaluation program for a simulated school district.

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.1 The trainee will be able to define the basic components of a pupil evaluation program.

Enabling Activities	*Resources*	*Comments*
2.2.2.1. In your work as a curriculum consultant, you may be called upon to set up a pupil evaluation program for your school district. Designing and initiating such a program requires that the trainee have a basic knowledge of the essential elements of a pupil evaluation program. The following activity is designed to assist the trainee in acquiring a knowledge of these elements. 2.2.2.1.A The basic components of a pupil evaluation program can be grouped into five broad areas: Personnel involved, Purposes of, Tests used, Scoring of the tests, and Interpretation of the test results. The materials contained in resource file 2.2.2.1.A will acquaint the trainee with the various components falling under each of these areas. Using the information you gain from these references, define the various elements that make up each of the five basic components of a pupil evaluation program.	Resource File 2.2.2.1.A	

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.1 The trainee will be able to define the basic components of a pupil evaluation program.

Activity No.	*Evaluation Criteria*
2.2.2.1.A	Personnel Involved: 1) Central coordinator of the entire pupil evaluation program. This person is usually the Chairman of the Counseling Department. 2) Disseminators of the tests to the proper testing personnel. This is usually the guidance counselor for each school building. 3) People who administer the tests. The classroom teachers usually fill this position. 4) Test correctors. This is done by the teacher who administered the test or by clerical personnel. Purposes of the Program: 1) To assist in evaluating pupils strengths and weaknesses and in planning their educational program. 2) Help in grouping children for the most beneficial learning experience. 3) Assists pupils in making course selections and choices related to vocational planning. 4) Used to determine promotional policies pertaining to students. 5) Helps evaluate educational programs. Scoring of Tests: 1) Hand scored tests require personnel, usually teachers or clerical help, to correct them.

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.1 The trainee will be able to define the basic components of a pupil evaluation program.

Activity No.	*Evaluation Criteria*
2.2.2.1.A (continued)	2) Machine scored tests can be scored by clerical personnel with no added training in test correcting. 3) In cases where individual responses are important scoring should be done by hand. Interpreting Test Results: 1) Group Reports--usually test results are interpreted to teachers and students on a group basis; giving an overall picture of the test and enough facts for each individual to assess their scores. 2) Individual Conferences--used to interpret test results when the results will affect the educational program of the student involved; this type of conference is used mainly with teachers, parents, and students. Tests Used: 1) Intelligence Tests 2) Achievement Tests 3) Aptitude Tests 4) Teacher Made Tests 5) Readiness Tests 6) Interest Inventories

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.2 The trainee will be aware of the purposes of a pupil evaluation program.

Enabling Activities	*Resources*	*Comments*
2.2.2.2 Pupil evaluation programs are not designed simply to tax the time and patience of teachers and students. These programs are designed with specific purposes in mind. Although the particular puposes may vary among school districts, there are certain general purposes common to most pupil evaluation programs. Activity 2.2.2.2.A is designed to acquaint the trainee with these general purposes. 2.2.2.2.A Although the general purposes of pupil evaluation programs are rather consistent, the manner of classifying and presenting these ideas may vary slightly among authorities in the field. Resource file 2.2.2.2.A contains excerpts from six different books dealing with the purposes of pupil evaluation programs. Select and read three of these excerpts. Using the information you gain from these readings, prepare a written summary of the purposes of a pupil evaluation program. Your summary	Resource File 2.2.2.2.A (Excerpts from) Bauernfeind, R. H. Builing a school testing program. Houghton-Mifflin, 1963, 9-11; 136-141. Brown, F. G. Measurement and Evaluation. F. E. Peacock Publishers, Inc., 1971, 179-180. Cronbach, L. J. Essentials of Psychological testing. New York: Harper and Row, 1969, 17-20. Gerberich, J. R. Measurement and Evaluation in the Modern School. New York: D. McKay Co., 1962, 187-193.	

2.2.2.2.A
(continued)

should be broken down into four broad areas, administration, counseling, instruction, and research. Under each area should be summarized the various purposes for which pupil evaluation data is collected. Be sure to list the references you used from resource file 2.2.2.2.A.

Nunnally, Jum C. Educational Measurement and Evaluation. New York: McGraw Hill, 1964, 3-6; 390-392.

Marks, J. R, Stoops, E., and Stoops, J. K. Handbook of Educational Supervision. Boston: Allyn and Bacon, Inc., 1971, 446-449.

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.2 The trainee will be aware of the purposes of a pupil evaluation program.

Activity No.	*Evaluation Criteria*
2.2.2.2.A	The data included under each of the following headings should be included in the trainee's summary. Administration: 1) Provides data on the overall usefulness of the instruction being carried out in the school system. 2) To assist in determining pupil promotional policy. 3) Provides data on different types of instruction being used and which ones are obtaining the best results with the pupils. 4) Helps in grouping pupils for the most effective learning. Counseling: 1) Helps in selection of courses for students. 2) Assists in group guidance. 3) Helps in determining expectancy levels for pupils. 4) Aids students in making educational and vocational choices. Instruction: 1) Diagnoses pupils academic strengths and weaknesses. 2) Helps place pupils in the most beneficial educational environment. 3) Lets teachers assess students' levels of competency in subject matter before beginning instruction. 4) Assists in reporting students progress. 5) Allows teachers to assess their methods of instruction.

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.2 The trainee will be aware of the purposes of a pupil evaluation program.

Activity No.	*Evaluation Criteria*
2.2.2.2.A (continued)	Research: 1) Helps evaluate treatments or techniques being tested in the school system for possible adoption. 2) Used to accept or reject particular hypothesis.

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.3 The trainee will be able to construct a hypothetical pupil evaluation program for a simulated school district.

Enabling Activities	*Resources*	*Comments*
2.2.2.3 From the activities and readings you have done in the two preceding behavioral objectives, you should have acquired a basic knowledge of the construction of a pupil evaluation program. The following activity will give the trainee practice in constructing a pupil evaluation program. 2.2.2.3.A The materials contained in resource file 2.2.2.3.A are samples of typical pupil evaluation programs. Perusing these materials will make the trainee more familiar with the information contained in pupil evaluation programs. This information you obtained from the two previous activities will enable you to construct a hypothetical pupil evaluation program. Your program should include the following information; tests used, grade level at which it is used, date administered, use made of the results, and a statement as to the purposes of the entire pupil evaluation program.	Resource File 2.2.2.3.A	

Behavioral Objective Continued:

2.2.2.3.A

Resource file 2.2.2.3.B contains information on a simulated school district. Using this information construct a pupil evaluation program.

Resource File 2.2.2.3.B

Competency Component: 2.2.2 To assist the trainee in designing programs for the evaluation of pupil performance.

Behavioral Objective: 2.2.2.3 The trainee will be able to construct a hypothetical pupil evaluation program for a simulated school district.

Activity No.	*Evaluation Criteria*
2.2.2.3.A	The answer for this activity will vary among students, but it should contain the following: Purpose of the Pupil Evaluation Program--This should be a written statement one or two paragraphs in length stating the reason for the program and how the results are used to help both the students and the school system. Testing Program--The type of testing program the student constructs will vary depending on the tests he selects to use, but it should include the grade at which a test would be given, the time of year it would be given, the use made of the results, and the following types of tests:

Gd.	Type of Test
1	Reading Readiness Test
2	Achievement Test
3	Achievement Test
3	Mental Abilities Test
4	Achievement Test
5	Achievement Test
6	Achievement Test
7	Achievement Test
	Mental Abilities Test
8	School Abilities Test
9	Aptitude Test
10	Achievement Test
	Mental Abilities Test
11	College Abilities Tests
	Interest Inventory
12	Achievement Test
	Interest Inventory

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Behavioral Objective:

2.2.3.1 The trainee will be able to ascertain the measurements of pupil performance that a school district utilizes.

2.2.3.2 The trainee will be able to determine the purposes of the pupil evaluation program of a school district.

2.2.3.3 The trainee will be able to become aware of the relationship between pupil measurements used and the stated goals of a pupil evaluation program in a school district.

Competency Component: 2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Behavioral Objective: 2.2.3.1 The trainee will be able to ascertain the measurements of pupil performance that a school district utilizes.

Enabling Activities	*Resources*	*Comments*
2.2.3.1 As a curriculum consultant you may be called upon to recommend changes in existing school programs or to justify the continuation of programs. Pupil performance data will be an invaluable aid in making such decisions. Data on the performance of students may be collected through a variety of measures (i.e., achievement tests, intelligence tests, grades, etc.). The following activity is designed to give the trainee practice in analyzing an actual school district's use of pupil performance data.		
2.2.3.1.A Resource file 2.2.3.1.A contains a form which outlines the various types of information that you as a curriculum consultant might need to know about a school district's testing program. After reading over the information in the outline, the trainee will arrange an interview with the individual in charge of a school district's testing program. During this interview, the trainee should obtain enough	Resource File 2.2.3.1.A	Consult with your instructor before proceding on this activity. Activity 2.2.3.1.A and 2.2.3.2.A should be done together.

Behavioral Objective Continued:

2.2.3.1.A
(continued)

information to fill in the appropriate areas contained on the outline about the types of pupil performance measures used in that particular school system. The trainee will be expected to complete an outline form on the school district he has selected and present it to his module instructor.

Competency Component: 2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Behavioral Objective: 2.2.3.1 The trainee will be able to ascertain the measurements of pupil performance that a school district utilizes.

Activity No.	*Evaluation Criteria*
2.2.3.1.A	The instructor should realize that the trainees' answers will vary depending on the school district they visited, but in general the response form should contain the information pertinent to each category on the response form for kindergarten through twelfth grade. The trainee should be asked to explain any absence of information required by the response form.

Competency Component: 2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Behavioral Objective: 2.2.3.2 The trainee will be able to determine the purposes of the pupil evaluation program of a school district.

Enabling Activities	*Resources*	*Comments*
2.2.3.2 In your work as a curriculum consultant you may be asked to communicate the purposes of the pupil evaluation program to interested parents and teachers. Many individuals feel that their school's pupil evaluation program has no real purpose. Therefore it is important that you be able to determine the purposes of a school's pupil evaluation program. Activity 2.2.3.2.A is designed to increase your competency in determining such purposes. 2.2.3.2.A During the interview for activity 2.2.3.1.A you should obtain enough information to ascertain the purposes of this systems' pupil evaluation program. Prepare a written summary of these purposes for submission to your module instructor. Your summary should be broken down into four broad areas, administration, counseling, instruction, and research. Under each heading summarize the purposes of this school district's pupil evaluation program as it relates to these 4 areas		For review for Activity 2.2.3.2.A, see Resource File 2.2.2.2.A.

Competency Component: 2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Behavioral Objective: 2.2.3.2 The trainee will be able to determine the purposes of the pupil evaluation program of a school district.

Activity No.	*Evaluation Criteria*
2.2.3.2.A	Each trainee's summary of the purposes of a school's pupil evaluation program will vary depending on the school system visited. Some of the more common purposes for obtaining pupil evaluation data that might be included in the summaries are: 1) diagnosis of pupils' academic strengths and weaknesses, 2) placement of children in various programs, 3) counseling students making educational and vocational decisions, 4) aid teachers in evaluating the coverage of subject units, 5) assist administrators in the evaluation of their systems educational program, 6) evaluating the effectiveness of new types of instructional programs. These are by no means the only purposes of pupil evaluation programs, only some of the more common ones. The trainee's summary may include purposes other than the ones listed depending on the purposes of the evaluation programs in the system visited.

Competency Component: 2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructionnl program.

Behavioral Objective: 2.2.3.3 The trainee will be able to become aware of the relationship between pupil measurements used and the stated goals of a pupil evaluation program in a school district.

Enabling Activities	*Resources*	*Comments*
2.2.3.3 In his book Educational Measurement and Evaluation, J. C. Nunnally states "If tests are employed only because it is fashionable to do so, and if test results actually do not influence educational decisions, then it is foolish of the school to waste the time and money involved." Such statements make it clear that there must be a close relationship between the purposes of a pupil evaluation program and the measurements used to conduct such evaluations. As a curriculum consultant you should be aware of these relationships within a school system's evaluation program. The exercise in activity 2.2.3.3.A is designed to give the trainee practice in accessing these relationships. 2.2.3.3.A The previous activities made you aware of the measurements used in a school district's pupil evaluation program and the purposes of such an evaluation program. Using the		

Behavioral Objective Continued:

2.2.3.3.A

summary of the purposes of the pupil evaluation program in the school system you visited in combination with the list of measurements from activity 2.2.3.1.A construct a chart illustrating the relationship between these 2 variables. The chart should include the measurement instrument used and the particular purpose in the pupil evaluation program for which it is used. These purposes may include such things as promotion of students, evaluation of programs, placement of students, etc.

Competency Component: 2.2.3 To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Behavioral Objective: 2.2.3.3 The trainee will be able to become aware of the relationship between pupil measurements used and the stated goals of a pupil evaluation program in a school district.

Activity No.	*Evaluation Criteria*
2.2.3.3.A	The trainee should use the list he made in activity 2.2.3.2.A and the list of measures on the form completed for activity 2.2.3.1.A to construct a chart indicating which measurement is related to a specific purpose. There should be some other use of purposes as various measurements will accomplish the same purposes, but at different grade levels.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 2.0 Evaluating / Instruction

Competency 2.3 A curriculum consultant should be capable of assessing teacher performance in classroom management.

January 1974

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Department of Health, Education, and Welfare

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #2: Evaluating / Instruction

MODULE ELEMENT SCOPE:

This module is designed to acquaint you with techniques for evaluating selected aspects of instruction. Emphasis is given to evaluating teacher effectiveness, utilizing pupil performance data as indicators of quality of instruction, assess classroom management and instruction, and selecting personnel for instructional programming. Through performance of this module you will gain knowledge of evaluation techniques and be involved in their application in simulated and real classroom situation.

MODULE ELEMENT SPECIFICATIONS:

Competency 2.3 A curriculum consultant should be capable of assessing teacher performance in classroom management.

Competency Components:

2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

2.3.5 To assist the trainee in acquiring proficiency in the use of videotape recording in the classroom.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Refere
			2.3.1.1 The trainee will be able to demonstrate understanding of classroom management techniques.	
			2.3.1.2 The trainee will be able to determine the classroom management techniques being used.	
			2.3.1.3 The trainee will be able to formulate recommendations for changes in classroom management techniques.	
			2.3.2.1 The trainee will be able to demonstrate understanding of variables applicable to analysis of instructional activities.	
			2.3.2.2 The trainee will be able to evaluate the appropriateness of instructional activities.	
			2.3.2.3 The trainee will be able to formulate recommendations about the appropriateness of instructional activities.	
			2.3.3.1 The trainee will be able to demonstrate understanding of the variables considered in analyzing classroom procedures.	
			2.3.3.2 The trainee will be able to analyze classroom procedures.	
			2.3.3.3 The trainee will be able to formulate recommendations regarding organizational procedures.	
			2.3.4.1 The trainee will be able to show familiarity with variables of classroom interaction.	
			2.3.4.2 The trainee will be able to compare sociometric systems that analyze the peer culture of a classroom.	
			2.3.4.3 The trainee will be able to compare observation systems that analyze the nature of pupil-teacher interaction.	
			2.3.4.4 The trainee will be able to use a sociometric and a classroom interaction observation system in a simulated situation.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Refer
			2.3.4.5 The trainee will be able to analyze data and develop recommendations for classroom practices based on sociometric and classroom interaction data.	
			2.3.5.1 The trainee will be able to operate a standard videotape system.	
			2.3.5.2 The trainee will be able to write a set of procedures to be followed in arranging for and conducting a videotape session.	
			2.3.5.3 The trainee will make a videotape.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been place in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

2.3.1.1.A

2.3.2.1.A

2.3.2.2.A

2.3.3.1.A

2.3.4.1.A

2.3.4.2.A

2.3.4.3.A

2.3.4.4.C

2.3.5.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objectives:

2.3.1.1 The trainee will be able to demonstrate understanding of classroom management techniques.

2.3.1.2 The trainee will be able to determine the classroom management techniques being used.

2.3.1.3 The trainee will be able to formulate recommendations for changes in classroom management techniques.

Competency Component: 2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.1 The trainee will be able to demonstrate understanding of classroom management techniques.

Enabling Activities	*Resources*	*Comments*
2.3.1.1 The understanding of classroom management techniques may be of vital importance to carrying out your role as a curriculum consultant in the schools. When a consultant is called upon to aid with a classroom problem, the nature of the problem may not always be with the instruction per se. The consultant may be required to analyze the complete environment of the classroom. Included in this are the teachers' management techniques. Understanding classroom management techniques may prove useful in the evaluation and improvement of instruction. 2.3.1.1.A In this article Long and Newman discuss four methods of managing classroom behavior. These four methods are a) permitting b) tolerating c) interfering d) preventive planning	2.3.1.1.A Resources Long, N. J. & Newman, R. G. Managing surface behavior of children in school. In N J. Long (Ed.), Conflict in the Classroom, Belmont, Calif: Wadsworth, 1965, 352-363.	

Behavioral Objective Continued:

2.3.1.1.A (continued)

Read the article by Long and Newman and write a short paper including the following:

a) define each method
b) discuss the various techniques which each method uses

2.3.1.1.B

Using your response for activity 2.4.1.1.A write a few paragraphs stating the differences between the four methods of classroom management.

2.3.1.1.C

Construct four hypothetical classroom situations in which these classroom management methods can be used. Indicate how each of the 4 methods can be used in <u>each</u> situation and then indicate which one method would be most appropriate for each situation.

Competency Component: 2.3.1 To assist the trainee in evaluating management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.1 The trainee will be able to demonstrate understanding of classroom management techniques.

Activity No.	*Evaluation Criteria*
2.3.1.1.A	In this activity the trainee is to read the article by Long and Newman and write a brief paper including the definitions of each method and the techniques each method uses. The trainee's response should include the following: Permitting Behavior Instead of telling children what they cannot do we should tell them what they can do. This eliminates much unnecessary testing of limits which may cause problems for the children. Tolerating Behavior Some inappropriate classroom behavior must be tolerated. Two reasons for this are Learner's Leeway and Developmental Behavior. (The trainee should explain what each of these are). Interfering with Behavior Certain classroom behaviors must be stopped if learning is to take place. Techniques for interfering are as follows: 1. Planned ignoring 2. Signal interference 3. Proximity control 4. Interest boosting 5. Tension decontamination through humor 6. Hurdle lessons 7. Restructuring classroom program 8. Support from routine 9. Direct appeal to value area 10. Removing seductive objects 11. Antiseptic bouncing 12. Physical restraint Preventive Planning Disruptive behavior can sometimes be avoided by developing better classroom procedures. The teacher has to restructure activities to eliminate problems.

Competency Component: 2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.1 The trainee will be able to demonstrate understanding of classroom management techniques.

Activity No.	*Evaluation Criteria*
2.3.1.1.B	In this activity the trainee is required to discuss the differences between the four methods of behavior management. The trainee should point out that no one of these alternatives is better than any of the others. What differs is the situations where they are applicable. Some situations lend themselves to incorporation of more than one of these techniques and the teacher's job is to decide which is most applicable to the specific situation. At the extreme end the four techniques differ to the degree of teacher intervention. At the other end of the continuum the techniques are quite similar.
2.3.1.1.C	In this activity be sure the trainee has indicated how each of the four management techniques can be used in each situation he describes. In addition, check to see that he substantiates his choice for the most appropriate method in each situation.

Competency Component: 2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.2 The trainee will be able to determine the classroom management techniques being used.

Enabling Activities	*Resources*	*Comments*
2.3.1.2.A Now that you are familiar with classroom management techniques the next step is to observe an actual classroom to determine the techniques being used. Make arrangements to observe a special education classroom in the local schools. Pay particular attention to the behaviors exhibited by the children and to the techniques the teacher uses to arrange these behaviors. Rather than make a quick decision as to the method of classroom management after a few minutes of observation, try to take objective notes. Record these and later when you leave the classroom, analyze your notes. You may find the teacher uses a multitude of management techniques. Write a brief report summarizing the major technique (if any) the teacher uses. Also specify the specific situations where he deviates from this major technique and which technique he uses in these situations.		

Competency Component: 2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.3 The trainee will be able to formulate recommendations for changes in classroom management techniques.

Enabling Activities	*Resources*	*Comments*
2.3.1.3.A Using the observations you have made in the classroom, (if necessary you may wish to go back to the school for additional observation sessions) formulate any recommendations for changes in classroom management techniques you think are necessary and substantiate these changes. These recommendations are to be reported to your module instructor and not to the classroom teacher.		

Competency Component: 2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.2 The trainee will be able to determine the classroom management techniques being used.

Activity No.	*Evaluation Criteria*
2.3.1.2.A	While responses may differ depending on the classroom under observation certain general criteria apply. If the trainee identifies a major technique his brief report should indicate substantial evidence for this. Included in this should be the type and frequency of behaviors where this technique is used and the results of this usage. In addition, anecdotal information should be presented as to situations where the teacher deviates from this technique and in what manner.

Competency Component: 2.3.1 To assist the trainee in evaluating room management techniques and the implications for instruction.

Behavioral Objective: 2.3.1.3 The trainee will be able to formulate recommendations for changes in classroom management techniques.

Activity No.	*Evaluation Criteria*
2.3.1.3.A	In this activity the trainee is to formulate recommendations for changes in classroom management techniques based upon his observation of a classroom in the previous activity. In general, the trainee's suggestions should be situation specific. That is, he should identify a problem area where he believes the teacher did not use the proper technique and substantiate this claim. The trainee should indicate why the technique he proposes is advantageous over the technique the teacher had employed. In addition, the trainee should explain the expected outcome of this technique as opposed to the observed outcome of the technique the teacher employed.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objectives:

2.3.2.1 The trainee will be able to demonstrate understanding of variables applicable to analysis of instructional activities.

2.3.2.2 The trainee will be able to evaluate the appropriateness of instructional activities.

2.3.2.3 The trainee will be able to formulate recommendations about the appropriateness of instructional activities.

Competency Component: 2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objective: 2.3.2.1 The trainee will be able to demonstrate understanding of variables applicable to analysis of instructional activities.

Enabling Activities	*Resources*	*Comments*
When assessing the effectiveness or appropriateness of classroom activities, the most important questions to ask are those regarding the match of the activity to the needs and abilities of the learner. Such an inquiry would seek detailed information about the specific abilities of the learner. For example, by which modality does the learner prefer to receive input? What system of reinforcement seems to work best with the child? What is the level of achievement in specific skills for this learner? The list of such questions about the learner would be lengthy. As a curriculum consultant, you may be required to make evaluative judgments about the appropriateness of a classroom activity for a specific learner in order to assist a classroom teacher in modifying his instructional approach. The following activities are designed to give the trainee experience in formulating appropriate questions to ask.		

2.3.2.1.A

An efficient way of approaching this task of formulating questions would be to use a model of instruction as a frame of reference. Read the Lazar article found in Resource File 2.3.2.1.A. Using the SOME system as an outline, fill in the questions you would ask about each of the elements of the system. Assume that you are asking these questions about an individual learner. Specify the type of or age of the child you are preparing the questions about.

2.3.2.1.B

A curriculum consultant may be required to assess the effectiveness of classroom activities for an individual learner or a group of learners. Activity 2.3.2.1.A. provided an exercise geared to one individual learner. For this activity, your frame of reference is to shift to a larger group. Using the same SOME model, formulate a listing of questions that would be appropriate to ask about a group of learners. Specify the age of the group for which your questions would be appropriate.

Submit both products to your SECTraC instructor for evaluation before proceeding with the next Behavioral Objective.

Resource File 2.3.2.1.A

1. **Lazar, Alfred L. "The SOME System Approach: A Paradigm for Educational Instruction and Remediation by the Special Class Teacher." Focus on Exceptional Children, 1, 1969, 1-8.**

Competency Component: 2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objective: 2.3.2.1 The trainee will be able to demonstrate understanding of variables applicable to analysis of instructional activities.

Activity No.	*Evaluation Criteria*
2.3.2.1.A & B	For this activity the trainee was asked to read a specific article and formulate a list of questions to pursue about a specific child and about a group of learners. The list should be organized under the four major points of the system summarized in the article. Questions formulated should cover the following points: 1. General functioning levels in content areas (reading, arithmetic, etc.) 2. Specific functioning levels in specific areas (reading sight word vocabulary, reading comprehension, each arithmetic operations, etc.) 3. Sensory abilities or disabilities (visual, auditory) 4. Level of motor functioning (gross and fine motor control, locomotion) 5. Eye-hand coordination 6. Preferred modalities 7. Interaction with other students, with authority figures 8. Previous success or failure with specific techniques and materials 9. Rate of learning 10. Type and frequency of feedback preferring by child(ren) 11. Reinforcement schedule and mode preferred by child 12. Attention span, ability to ignore distractors 13. Emotional stability

Competency Component: 2.3.2 **To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.**

Behavioral Objective: 2.3.2.2 **The trainee will be able to evaluate the appropriateness of instructional activities.**

Enabling Activities	*Resources*	*Comments*
The exercise of formulating questions about the needs and characteristics of children has little meaning unless the consultant can make application of those answers to the broader question of the learner-activity match. That is, you have found out the needs of the learner or learners; now, to what extent are the activities in a classroom actually meeting the needs of the learner? The activities below are designed to give the trainee experience in assessing that match. 2.3.2.2.A As a first step, the trainee must become proficient in making an objective description of a classroom activity. To gain this proficiency, the trainee is to view the videotape of Resource File 2.3.2.2.A. (See your SECTraC instructor for assistance with the scheduling and operation of the VTR equipment.) For the two short vignettes on the tape, write a detailed description of what happened. Do not allow yourself to make evaluative statements about these activities.	Resource File 2.3.2.2.A.	

Behavioral Objective Continued:

2.3.2.2.B

The second activity is to give you practice in using the skill of objectively observing an activity in an actual classroom. The activity has two components to be completed in this order:

1. Arrange for a 10-or 15-minute observation of an individual child in an actual classroom. The activity could be independent work or when the child is with a group or when he's working individually with the teacher. The important thing is to write a detailed objective description of what that individual child is doing during that time.

2. Use the list of questions formulated in Activity 2.3.2.1.A and revised with your SECTraC instructor to gain the teacher's perceptions of the needs and characteristics of this individual child. Be careful that your questions do not convey evaluation or judgments of him. Keep a record of the teacher's answers in some form.

Behavioral Objective . Continued:

2.3.2.2.C

Your final task is to make judgments about the appropriateness of the activity observed in respect to the individual learner's needs. The question of "appropriateness" is best summed up by the general question: to what extent did the observed activity satisfy the desired conditions for this particular child? For example, if the teacher reports that the child can only work with fairly large manipulatives because of poor fine-motor coordination, were the materials the child worked with in the observed activity large enough?

Write your evaluation of this needs-activity match in whatever form you may wish. When presenting your evaluation to your SECTraC instructor, you must also present your two products (the written observation of the activity and the answers you gained from the teacher about the needs of the child) from Activity 2.3.2.2.B.

Competency Component: 2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objective: 2.3.2.2 The trainee will be able to evaluate the appropriateness of instructional activities.

Activity No.	*Evaluation Criteria*
2.3.2.2.A	The trainee was required to write a detailed, objective description of a classroom after viewing a video tape of an EMR classroom. The instructor should evaluate the trainee's description along these criteria: 1. Did the trainee avoid making judgments or evaluative comments about the correctness or worth of activities viewed on the video tape? 2. Is the write up in terms of what the teacher and the children "did" rather than what they "felt" or "seemed" or "acted like"? (Example: "The child rested head on desk and drew doodles on his arithmetic paper," rather than "The child felt bored with the task.") 3. Is the write up long enough to cover the incident shown on the video tape?

Competency Component: 2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objective: 2.3.2.2 The trainee will be able to evaluate the appropriateness of instructional activities.

Activity No.	*Evaluation Criteria*
2.3.2.2.B	This activity required the trainee to observe a child in an actual classroom, write the observation, and find out answers (from the classroom teacher) to the questions prepared in Activity 2.3.2.2.A. The three criteria for Activity 2.3.2.2.A are to be used in evaluating the write up of the observation of this activity. In addition, the instructor must use much discretion in evaluating if the questions about the child were completely answered. There are no correct ways of reporting these answers; the instructor must evaluate them in terms of (1) comprehensiveness, (2) clarity, and (3) objectivity.

Competency Component: 2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objective: 2.3.2.2 The trainee will be able to evaluate the appropriateness of instructional activities.

Activity No.	*Evaluation Criteria*
2.3.2.2.C	In this activity the trainee was to integrate his observations of the child and his answers to questions put to the teacher about the desired conditions and needs of this child to answer the overall questions of: 1. Was the activity in which the child was engaging appropriate to what the child needs? 2. Did the activity satisfy the needs of this child? The instructor must evaluate the trainee's response on the basis of (1) comprehensiveness of the answer (2) clarity and (3) objectivity.

Competency Component: 2.3.2 **To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.**

Behavioral Objective: 2.3.2.3 **The trainee will be able to formulate recommendations about the appropriateness of instructional activities.**

Enabling Activities	*Resources*	*Comments*
Once an observation has been made of classroom activities and the consultant has made judgments about the learner-activity match, the next step is to be able to translate that evaluation into specific recommendations to the classroom teacher. The consultant could conceivably be asked to make such recommendations directly to the teacher or to an administrator or supervisor. The following activity is designed to give the trainee a simulated experience in giving such recommendations. 2.3.2.3.A After completion of Activities 2.3.2.2.A-C, the trainee will write a listing of specific recommendations that would be given to that classroom teacher. Write this list in detail. For each point given, you will want to give first the perceived need for the child, then tell what was observed as actually happening, and last the suggested change. When your list is complete, make an appointment with your SECTraC instructor and present those recommendations to him as if he were the classroom teacher. Do		

2.3.2.3.A (continued)

not go to the classroom teacher where you did the observation.

Competency Component: 2.3.2 To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Behavioral Objective: 2.3.2.3 The trainee will be able to formulate recommendations about the appropriateness of instructional activities.

Activity No.	*Evaluation Criteria*
2.3.2.3.A	For this activity the trainee was to (1) develop a list of recommendations for change based on the tasks completed in Activities 2.3.2.2.B & C and (2) present these recommendations to the instructor as if he were the classroom teacher. This role playing must be evaluated on these bases: 1. When telling of each recommended change, did the trainee tell all 3 factors? a. what the child needs b. what is currently being done c. what the recommendation is 2. Did the trainee give all recommendations that he had listed on his list? 3. Were the recommendations: a. in concrete terms? (a specific suggestion rather than a generalization; Example: "Let the child use the large pencils and crayons" rather than "The child needs materials that he can grasp with large muscle control." b. realistic and feasible to carry out given the constraints of most school situations? c. Were there enough recommendations? Base this on your evaluation of the work done in Activities 2.3.2.2 B & C.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Behavioral Objectives:

2.3.3.1 The trainee will be able to demonstrate understanding of the variables considered in analyzing classroom procedures.

2.3.3.2 The trainee will be able to analyze classroom procedures.

2.3.3.3 The trainee will be able to formulate recommendations regarding organizational procedures.

Competency Component: 2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Behavioral Objective: 2.3.3.1 The trainee will be able to demonstrate understanding of the variables considered in analyzing classroom procedures

Enabling Activities	*Resources*	*Comments*
2.3.3.1 The method that a teacher handles routine in the classroom can contribute considerably to the efficient and effective operation of the classroom. Such things to be considered are the techniques the teacher uses to transition the children from one activity to another, the types of instructions he gives, how he schedules the children during the day and in their movement around the room for specific instructional activities, etc. When a curriculum consultant needs to help a teacher with organizing his classroom for efficient operation, the consultant must first be aware of the types of techniques to look for and the range of possibilities. The activites below are to acquaint the trainee with the types of routines in classroom management. 2.3.3.1.A Generate your own list of classroom procedures based on your knowledge of classrooms and teaching. You should think of all the types of procedures and routines that a teacher might	Resource File 2.3.3.1.A Byers, L. and E. Erish. Success in Student Teaching. Boston: D. C. Heath and Company, 1961. Chapter 3. "Looking at Classroom Management. " pp. 60-84	

2.3.3.1.A (continued)

structure in a classroom to have an orderly classroom flow during the day. To start your list, some items are given below:

1. The collection of lunch money
2. The taking of attendance
3. The system the children use to get the teacher's attention for help on a task while they are at their own seats.
4. The procedures for leaving the classroom to go to another area of the building.

2.3.3.1.B

After you have generated your list based on your own experience, read the material found in Resource File 2.3.3.1.A. Use the same response sheet for Activity 2.3.3.1.A, draw a line across it at the end of your own list, and add any future items you feel are needed to make the list complete. Submit this product to your module instructor.

Competency Component: 2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Behavioral Objective: 2.3.3.1 The trainee will be able to demonstrate understanding of the variables considered in analyzing classroom procedures.

Activity No.	*Evaluation Criteria*
2.3.3.1.A & B	The trainee was required to develop a list of procedures and routines that are subsumed under the general topic of classroom management techniques. (The list for Activity A was to be generated out of the trainee's own experiences and knowledges; Activity B required an extension of the same list after reading resource materials). The following should be included in the total list: 1. Collection of monies 2. Administrative requirements (role taking, tardy slips, etc.) 3. Procedures for: leaving room, entering room leaving or changing tasks seeking help or evaluation of work getting needed materials or supplies putting away or collecting materials or supplies interruptions of classroom activities 4. Storage of materials 5. Seating arrangements 6. Daily time schedule 7. Student responsibility for classroom maintenance Others may and will be added by the trainee. The instructor should check for comprehensiveness of the list.

Competency Component: 2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom mangement.

Behavioral Objective: 2.3.3.2 The trainee will be able to analyze classroom procedures.

Enabling Activities	*Resources*	*Comments*
2.3.3.2 The analysis of classroom procedures must be handled by knowing several factors: (1) the types of variables to look for (2) the range of possibilities available to a classroom teacher and (3) the way the teacher wants his classroom to run. For example, if the teacher says that he wants the classroom to be rather structured with no or little pupil movement around the classroom during instructional periods, the routines in that classroom should reflect that attitude. The teacher will not permit pencil sharpening except at specific times, the teacher will probably ask children to raise their hands to get his attention for individual help, etc. The activities below are designed to give the trainee experiences in hypothesizing how a classroom might be run under different teacher philosophies and to give practice in analyzing an actual classroom.		

Behavioral Objective *Continued:*

2.3.3.2.A

The following exercise is to give you practice in imagining how a classroom might be run under varying teacher styles.

Situation A

Miss Jones is a first year teacher. She has twenty fifth graders in her room. She says that she wants to run a "pretty tight ship" so that the children know she is in charge. She says she doesn't feel comfortable with lots of noise and movement in the classroom.

Situation B

Mr. Ingram has taught for several years. His EMR classroom has 15 children, ages 10-14. He says he believes in a lot of student interaction and decision making about their own behavior during the day. He describes his classroom as "pretty free and open but there is still a lot of learning going on."

For each situation given above, you are to describe how the classroom might operate for <u>each</u> of the variables on the list generated in Activity 2.3.3.1.A and B.

Behavioral Objective *Continued:*

2.3.3.2.A (continued)

Example: Teacher A

Variable	Classroom Variable
1. Collection of lunch money	Children are at their seats, teacher calls on them one at a time to come to her desk to give them their lunch money for the day.
2. Dismissal from classroom at end of day	Teacher excuses children one at a time, etc.

For this activity, arrange to visit and observe a classroom for at least a two-hour period. Note the ways routines are handled in this classroom. In an unobtrusive manner, determine the teacher's philosophy regarding classroom management.

After you have observed this classroom and talked to the teacher, write up your observations as follows:

1. A summary of the teacher's "philosophy" regarding the way the classroom should be managed.

2. A summary chart showing the classroom management variable, the actual classroom operation along

Behavioral Objective *Continued:*

2.3.3.2.B (continued)

that variable, and your perception of any discrepancy between the teacher's philosophy and the actual practice.

Variable	Classroom Operation	Discrepancy
1. Schedule	Stations approach, 15 minute stations all day Monday-Thursday; "fun" stations on Fridays.	Rigid time schedule seems discrepant with philosophy.
2. Pencil sharpening	Allowed whenever needed; no permission needed by children.	No discrepancy

Submit your finished products for these two activities to your module instructor.

Competency Component: 2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Behavioral Objective: 2.3.3.2 The trainee will be able to analyze classroom procedures.

Activity No.	*Evaluation Criteria*
2.3.3.2.A	This activity required the trainee to give a description of two hypothetical classrooms along the variables that were delineated in Activity 2.3.3.2.A & B. The two classrooms were opposite in teacher philosophy regarding the amount of structure provided to the students. The instructor should evaluate the trainee's responses along these criteria: For Situation A - The procedures described should all reflect fairly tight teacher control of decision making, little movement by children, a detailed time schedule, and seating arrangement which permits little student interaction. For Situation B - The procedures described should all reflect student participation in decision making, flexible schedule with large blocks of time, and flexible and interactive seating arrangements.
2.3.3.2.B	For this activity, the trainee (1) observed a classroom; (2) determined the classroom teacher's "philosophy of classroom management"; and (3) wrote a summary of his actual classroom management procedures as contrasted to the philosophy. The trainee was to note discrepancies between these two factors. The instructor may evaluate the trainee's written summaries along these points: 1. Is the philosophy of the teacher summarized? 2. If the trainee has indicated a discrepancy, is there an actual discrepancy based on what he has written as the philosophy and the observed practices? 3. Does the list encompass all the variables delineated in Activities 2.3.3.1.A & B?

Competency Component: 2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Behavioral Objective: 2.3.3.3 The trainee will be able to formulate recommendations regarding organizational procedures.

Enabling Activities	*Resources*	*Comments*
2.3.3.3 When a curriculum consultant is asked to make recommendations for changes in classroom organizational procedures, the suggestions should <u>always</u> be based on what that classroom teacher is striving toward. The consultant should be aware that his own biases or value judgments toward classroom management should not interfere. This is a difficult task to do that takes conscious effort and tact on the part of the consultant. The following activity is to give the trainee practice in a simulated situation in giving suggestions for change to a classroom teacher. 2.3.3.3.A You will use the information and perceptions you gained in your performance of Activity 2.3.3.2.B. (The module instructor will act as the classroom teacher for this activity; <u>do not</u> go back to the actual classroom to execute this activity.)		

Behavioral Objective . Continued:

2.3.3.3.A (continued)

Your task is to transmit to the "teacher" your suggestions for changes in classroom procedures based on the discrepancies you noted between the teacher's philosophy and the actual practice. Remember that your suggestions must be toward establishing that teacher's philosophy, not your own.

Before doing this role playing, construct a narrative or outline form of the conference procedure. For example, how will you approach this topic, what points will you bring up, what specific suggestions will you make to the teacher, or how will you lead the teacher into recognizing his own discrepancies? This written guide for your conference will be given to your module instructor immediately following the role playing to be used to evaluate your ability and coverage in the simulated conference.

Competency Component: 2.3.3 To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Behavioral Objective: 2.3.3.3 The trainee will be able to formulate recommendations regarding organizational procedures.

Activity No.	*Evaluation Criteria*
2.3.3.3.A	The trainee was required to simulate presenting recommendations to a classroom teacher about the discrepancies in classroom management that were identified in Activity 2.3.3.2.B. (The module instructor served as the "classroom teacher" in this simulation.) The trainee was to submit a written description of this conference before beginning. The instructor should evaluate the trainee's work along the following: 1. Did the trainee discuss all the recommendations he had written down? How closely did the conference follow his pre-planned narrative? 2. Did the trainee describe both the observed practice and suggested alternatives? 3. Were the alternatives suggested feasible? Specific? Compatible with the teacher's "philosophy"?

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objectives

2.3.4.1 The trainee will be able to show familiarity with variables of classroom interaction.

2.3.4.2 The trainee will be able to compare sociometric systems that analyze the peer culture of a classroom.

2.3.4.3 The trainee will be able to compare observation systems that analyze the nature of pupil-teacher interaction.

2.3.4.4 The trainee will be able to use a sociometric and a classroom interaction observation system in a simulated situation.

2.3.4.5 The trainee will be able to analyze data and develop recommendations for classroom practices based on sociometric and classroom interaction data.

Competency Component: 2.3.4 To assist the trainee in gaining familiarity and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.1 The trainee will be able to show familiarity with variables of classroom interaction.

Enabling Activities	*Resources*	*Comments*
As a curriculum consultant in the schools your most frequent role will probably be improvement of instruction. An important part of improving instruction is being cognizant of what is going on in the classroom and how this affects the quality of instruction. Intwined in the many facets of classroom activity are the interactions that are constantly taking place. Awareness of and ability to assess these various types of interaction can be a useful asset to the curriculum consultant in the performance of his duties. The following activities will make the trainee aware of the major variables of classroom instruction. 2.3.4.1.A The trainee is to read the selection cited in the resource column. This chapter deals with research in the area of interaction in the classroom. While reading this selection the trainee should take note of the variables involved in classroom interaction processes.	Resources for 2.3.4.1.A Withall, J. & Lewis, W. W. Social Interaction in the Classroom. In N. L. Gage (Ed.), Handbook of Research on Teaching, Chicago: Rand McNally, 1963, 683-708.	

Behavioral Objective . Continued:

2.3.4.1.B

The trainee is to write a paragraph or two citing and defining the major variables of classroom interaction elicited from resource file 2.3.4.1.A

Competency Component: 2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.1 The trainee will be able to show familiarity with the variables of classroom interaction.

Activity No.	*Evaluation Criteria*
2.3.4.1.B	For this activity the trainee is required to read a chapter on social interaction research and write a few paragraphs citing the major variables of classroom interaction. The trainee's response should include at least the following interaction variables: 1) pupil-pupil 2) teacher-pupil and in addition; 3) pupil-environment 4) teacher-environment

Competency Component: 2.3.4 To assist the trainee in gaining familiarity and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.2 The trainee will be able to compare sociometric systems that analyze the peer culture of a classroom.

Enabling Activities	*Resources*	*Comments*
You have just identified the major variables of classroom interaction. Now that you are aware of these variables, the following activity calls for a comparison of two sociometric systems for use in the classroom. 2.3.4.2.A Resource file 2.3.4.2.A contains two sociometric analysis systems. One is presented in an article and the other is on tape accompanied by a manual. Read the article and the manual accompanied by the tape recording. As you read (or listen) try to get a grasp as to what the two systems do in terms of sociometric analysis of the classroom. 2.3.4.2.B Write a short paper comparing and contrasting the two sociometric analysis system you reviewed for the last activity. A pragmatic rather than an evaluative approach should be taken in completion of this activity.	Resource File 2.3.4.2.A Northway, M. L. A method for depicting social relationships obtained by sociometric testing. Sociometry, 1940, 3, 144-150. Clark, R. A. Sociographic Analysis. Manual and Tape Cassette.	

Competency Component: 2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.2 The trainee will be able to compare sociometric systems that analyze the peer culture of a classroom.

Activity No.	*Evaluation Criteria*
2.3.4.2.B	In this activity the trainee is to write a short paper comparing and contrasting the salient features of two sociometric systems they reviewed in activity 2.3.4.2.A. The following points should be included in the trainee's response. 1) Method of obtaining data 2) Scoring procedure 3) Type of form used 4) Ease of reading form 5) Diagrammatic Representation a) distribution curve b) target diagram 6) Usefulness of data 7) Practicality of system

Competency Component: 2.3.4 To assist the trainee in gaining familiarity and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.3 The trainee will be able to compare observation systems that analyze the nature of pupil-teacher interaction.

Enabling Activities	*Resources*	*Comments*
In the previous activity you examined two systems that analyze peer interaction in the classroom. In this activity you will be looking at a different kind of interaction in the classroom, that of pupil-teacher, and examining various systems that analyze these kinds of interactions. 2.3.4.3.A Resource file 2.3.4.3.A is an anthology of observation instruments for analyzing classroom behavior. Using this anthology you are to review four observation systems; the Flanders, the Medley and two others of your choosing. 2.3.4.3.B Write a short paper comparing and contrasting the four observation systems you have reviewed for the previous activity. In this activity as in 2.3.4.2.B, a pragmatic rather than an evaluative approach should be pursued.	Resource File 2.3.4.3.A Simon, A. & Boyer, E. G. Mirrors for Behavior II, Philadelphia: Classroom Interaction Newsletter, 1970.	

Competency Component: 2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.3 The trainee will be able to compare observation systems that analyze the nature of pupil-teacher interaction.

Activity No.	*Evaluation Criteria*
2.3.4.3.B	In this activity the trainee is to write a short paper comparing and contrasting the salient features of four classroom interaction observation systems they reviewed in activity 2.3.4.3.A. The following points should be included in the trainee's response. 1) Settings in which system is used 2) Subject of observation 3) Number of subjects observed 4) Uses reported by author 5) Data collection 6) Coding methods 7) Personnel 8) Category dimensions of system (e.g., affective, cognitive, etc.) 9) Coding units (e.g., time sample, category change, etc.) 10) Practicality of system

Competency Component: 2.3.4 To assist the trainee in gaining familiarity and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.4 The trainee will be able to use a sociometric and a classroom interaction observation system in a simulated situation.

Enabling Activities	*Resources*	*Comments*
Now that you are aware of the different kinds of interactions that occur in the classroom and the different systems for analyzing these interactions, the following activities will enable you to make use of this knowledge by applying these systems in a classroom. 2.3.4.4.A In activity 2.3.4.2.A you read the sociographic analysis manual and listened to the accompanying audio tape. If necessary review this material again so you have a working knowledge of how to administer this procedure in a classroom. 2.3.4.4.B Using the skills acquired in the previcus activity conduct a sociographic analysis of an actual classroom. Arrangements for classroom observation are up to the trainee. (This activity may be done in conjunction with activity 2.3.4.4.D.)	Resource File 2.3.4.2.A	

Behavioral Objective Continued:

2.3.4.4.C

Resource file 2.3.4.4.C contains an Interaction Analysis Training Kit which includes a manual and audio tape. Read the manual and listen to the tape until you feel competent to conduct an interaction analysis in a classroom.

2.3.4.4.D

Using the skills acquired in the previous activity conduct an interaction analysis of an actual classroom for 15 minutes. Arrangements for classroom observations are up to the trainee.

Resource File 2.3.4.4.C

Amidon, E. J. & Amidon, P. Interaction Analysis Training Kit—Level I, Minneapolis: Assoc. for Productive Teaching, 1967.

Competency Component: 2.3.4 To assist the trainee in gaining familiarity and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.4 The trainee will be able to use a sociometric and a classroom interaction observation system in a simulated situation.

Activity No.	*Evaluation Criteria*
2.3.4.4.B & D	While the criteria for these activities are quite nebulous and are wholly dependent on the specific classroom, the instructor should check that the product of the analysis is in a form which is suitable for further use (e.g., interpretation, presentation, etc.).

Competency Component: 2.3.4 To assist the trainee in gaining familiarity and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.5 The trainee will be able to analyze data and develop recommendations for classroom practices based on sociometric and classroom interaction data.

Enabling Activities	*Resources*	*Comments*
In the previous activities you gathered sociometric and interaction data in a classroom. As a curriculum consultant you will have to analyze this data in terms of the effect of the various interactions on the climate of the classroom and in turn on the learning process. 2.3.4.5.A Using the data gathered in activity 2.3.4.4.B develop recommendations for classroom practices. 2.3.4.5.B Using the data gathered in activity 2.3.4.4.D develop recommendations for classroom practices.		

Competency Component: 2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.5 The trainee will be able to analyze data and develop recommendations for classroom practices based on sociometric and classroom interaction data.

Activity No.	*Evaluation Criteria*
2.3.4.5.A	In this activity the trainee is to utilize the data gathered in activity 2.3.4.4.B and make recommendations for classroom practices. While each trainee's response must be judged individually, there are a number of general criteria which apply. A sociographic analysis can yield important information about the dynamics of a classroom. In analyzing the data the trainee should come up with the following types of information: the ingroup, outgroups, integration, rejected class members, isolated class members, cohesiveness, cliques, and leadership functions. Included in the latter area are five subareas. They are managing, defining, modeling, teaching, and sustaining. In analyzing the data the trainee should take the above areas into consideration in making his recommendations. Some examples of this would be as follows: 1) Recommendations may be made on integration of rejected or isolated class members. 2) Recommendations for greater cohesiveness in the class. 3) Recommendations on breaking up cliques. 4) Recommendations on changing the status of subgroups.

Competency Component: 2.3.4 To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Behavioral Objective: 2.3.4.5 The trainee will be able to analyze data and develop recommendations for classroom practices based on sociometric and classroom interaction data.

Activity No.	*Evaluation Criteria*
2.3.4.5.B	In this activity the trainee is to utilize the data gathered in activity 2.3.4.4.D and make recommendations for classroom practices. While each trainee's response must be judged individually, there are a number of general criteria which apply. In order for the recommendations to be meaningful the trainee must be aware of the goals the teacher has. Knowledge of these goals then allows interpretation of the interaction matrix. The basic evaluation criteria then is, the trainee determine from the matrix whether or not stated goals were achieved and if not to make recommendations as to changes that would enhance achievement of these goals.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.3.5 To assist the trainee in acquiring proficiency in the use of videotape recording in the classroom.

Behavioral Objectives

2.3.5.1 The trainee will be able to operate a standard videotape system.

2.3.5.2 The trainee will be able to write a set of procedures to be followed in arranging for and conducting a videotape session.

2.3.5.3 The trainee will make a videotape.

Competency Component: 2.3.5 To assist the trainee in acquiring proficiency in the use of video tape recording in the classroom.

Behavioral Objective: 2.3.5.1 The trainee will be able to operate a standard videotape session.

Enabling Activities	*Resources*	*Comments*
As a curriculum consultant in the schools, the nature of some of your activities may call for the operation of video tape recording equipment. Knowledge of the use of this equipment broadens the scope in which you can perform certain roles, such as evaluating instruction, performance, interaction, etc. The following activities are to insure that the trainee will experience overlearning in the operation of a VTR system. The rationale here is that once in the field the curriculum consultant will be hesitant to use the VTR system unless he is confident in his ability to operate it. The VTR system is too valuable a tool to be left standing idle due to lack of skill on behalf of the curriculum consultant. The following activities then are attuned to the acquisition of this skill. 2.3.5.1.A The trainee is to attend a three-hour workshop on the use of VTR equipment. The workshop will include discussion and demonstration		

Behavioral Objective Continued:

2.3.5.1.A
(continued)

on setting up, operating and dismantling a VTR system. Your module instructor will inform you of the date and time of the workshop.

2.3.5.1.B

The trainee will also schedule an individual laboratory session at a later date for additional instruction and practice in setting up, operating, and dismantling the VTR system. This individual instruction will continue until the trainee can demonstrate proficiency in handling the VTR equipment.

Competency Component: 2.3.5 To assist the trainee in acquiring proficiency in the use of video tape recording in the classroom.

Behavioral Objective: 2.3.5.1 The trainee will be able to operate a standard videotape system.

Activity No.	*Evaluation Criteria*
2.3.5.1.B	In this activity the trainee is required to demonstrate his ability at operating a VTR system. Criteria for evaluation include proper use of the following: a) camera b) tripod c) video tape recorder d) cart with wheels e) microphones f) video monitor g) extension cords h) proper handling of tape

Competency Component: 2.3.5 To assist the trainee in acquiring proficiency in the use of video tape recording in the classroom.

Behavioral Objective: 2.3.5.2 The trainee will be able to write a set of procedures to be followed in arranging for and conducting a videotape session.

Enabling Activities	*Resources*	*Comments*
In the previous activities you learned how to operate a VTR system. The next logical step is to arrange for application of this skill in the classroom setting. The following activities will enable you to become competent in arranging and conducting a VTR session in a classroom.		
2.3.5.2.A Resource file 2.3.5.2.A contains a Handbook for Classroom Video Tape Recording. The trainee is to read this handbook eliciting information relevant to arranging and conducting a video tape session in a classroom.	Resource File 2.3.5.2.A Handbook for Classroom Video Tape Recording, Southeastern Educational Lab, Atlanta, 1969.	
2.3.5.2.B Using the information garnered from the previous activity the trainee is to prepare a set of procedures to be followed in (a) arranging for a VTR session and (b) conducting a VTR session in a classroom.		

Competency Component: 2.3.5 To assist the trainee in acquiring proficiency in the use of video tape recording in the classroom.

Behavioral Objective: 2.3.5.2 The trainee will be able to write a set of procedures to be followed in arranging for and conducting a videotape session.

Activity No.	*Evaluation Criteria*
2.3.5.2.B	In this activity the trainee is to prepare a written set of procedures for (a) arranging and (b) conducting a VTR session in a classroom. This should include many of the following types of procedures: a) scheduling taping session in advance with appropriate administrators b) set up equipment before class c) test equipment before taping d) be aware of over-sensitivity of subjects e) follow teacher's instructions f) respect teacher's privacy g) don't show tape to anyone without teacher's written permission Of course, the trainee may list numerous other responses, the above are merely examples.

Competency Component: 2.3.5 To assist the trainee in acquiring proficiency in the use of video tape recording in the classroom

Behavioral Objective: 2.3.5.3 The trainee will make a video tape.

Enabling Activities	*Resources*	*Comments*
At this stage the trainee is able to operate a VTR system and has prepared procedures for arranging and conducting a VTR session in a classroom. The final step in the sequence is to actually make a video tape. 2.3.5.3.A The trainee will make a 20 minute video tape of any subject he wishes relevant to educational matters. Examples might be an intro to the IMC, a college lecture, a public school classroom. He then will play back the video tape for his instructor. 2.3.5.3.B The trainee will make a 20 minute video tape of a subject determined by his instructor. This tape is also to be played back for his instructor.		

Competency Component: 2.3.5 To assist the trainee in acquiring proficiency in the use of video tape recording in the classroom.

Behavioral Objective: 2.3.5.3 The trainee will make a video tape.

Activity No.	*Evaluation Criteria*
2.3.5.3.A and 2.3.5.3.B	Since previous criteria evaluated the trainee on proficiency and procedure the intent of these activities is to evaluate the end product, namely, a video tape produced by the trainee. Since the type of subject may vary among trainees, the instructor must evaluate the tape on a number of variables. Among these might be quality, conditions under which the tape was made, purpose of the tape, etc.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 2.0 Evaluating / Instruction

Competency 2.4 A curriculum consultant should be capable of selecting personnel skilled to assume specific roles in the instructional program.

January 1974

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #2: Evaluating / Instruction

MODULE ELEMENT SCOPE:

This module is designed to acquaint you with techniques for evaluating selected aspects of instruction. Emphasis is given to evaluating teacher effectiveness, utilizing pupil performance data as indicators of quality of instruction, assess classroom management and instruction, and selecting personnel for instructional programming. Through performance of this module you will gain knowledge of evaluation techniques and be involved in their application in simulated and real classroom situation.

MODULE ELEMENT SPECIFICATIONS:

Competency 2.4 A curriculum consultant should be capable of selecting personnel skilled to assume specific roles in the instructional program.

Competency Components:

2.4.1 To assist the trainees in analyzing specific roles in an instructional program.

2.4.2 To assist trainees in the development of a job description.

2.4.3 To assist the trainee in developing procedures for securing personnel.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Refer
			2.4.1.1 The trainee will be able to ascertain the functional roles required by a given instructional situation.	
			2.4.1.2 The trainee will be able to analyze the tasks performed by the personnel of an instructional program.	
			2.4.1.3 The trainee will be able to determine competencies needed to satisfy the roles not currently being performed in an instructional system.	
			2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.	
			2.4.2.2 The trainee will be able to construct job descriptions for specific instructional positions.	
			2.4.3.1 The trainee will develop a set of procedures to be utilized in obtaining the services of personnel.	
			2.4.3.2 The trainee will be able to devise procedures to be followed in redirecting the services of personnel.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

2.4.1.1.A

2.4.1.2.A

2.4.1.3.A

2.4.2.1.A

2.4.2.1.B

2.4.2.1.C

2.4.3.1.A

2.4.3.1.B

2.4.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.4.1 To assist the trainees in analyzing specific roles in an instructional program.

Behavioral Objectives:

2.4.1.1 The trainee will be able to ascertain the functional roles required by a given instructional situation.

2.4.1.2 The trainee will be able to analyze the tasks performed by the personnel of an instructional program.

2.4.1.3 The trainee will be able to determine competencies needed to satisfy the roles not currently being performed in an instructional system.

Competency Component: 2.4.1 To assist the trainees in analyzing specific roles in an instructional program.

Behavioral Objective: 2.4.1.1 The trainee will be able to ascertain the functional roles required by a given instructional situation.

Enabling Activities	*Resources*	*Comments*
2.4.1.1 As a curriculum consultant in the schools it will be necessary for you to be aware of the roles required in instructional situations. You should be able to identify roles that exist and roles that are needed. Once roles are identified it is also important to break roles down to specifics. Completion of the following activities will enable you to acquire these skills. 2.4.1.1.A It is evident that roles may vary among various instructional situations depending on specific factors. There are, however, a number of roles which must exist regardless of the specific situation. The selections indicated in the resource column deal with various roles which may exist in instructional situations. Read these selections to gain an awareness of the various roles that may exist. 2.4.1.1.B Describe the instructional roles	2.4.1.1.A Resources Kirk, S. A. Educating Exceptional Children. Boston: Houghton Mifflin, 1972, 30-34. Campbell, R. F., Corbally, J. E., & Rasmeyer, J. A. Introduction to Educational Administration. Boston: Allyn & Bacon, 1966, 217-256. Telford, C. W. & Sawrey, J. M. The Exceptional Individual. Englewood Cliffs, N. J.: 1972, Chapter 3.	

Behavioral Objective Continued:

2.4.1.1.B (continued)

that would be required for the following situation: A school district has just received funding to establish a special education program. Among other provisions the plan calls for six secondary classes for the educable retarded with 16 children in each class. The program is to be housed in a wing of the regular high school and the students are to remain as integrated as possible.

Competency Component: 2.4.1 To assist the trainees in analyzing specific roles in an instructional program.

Behavioral Objective: 2.4.1.1 The trainee will be able to ascertain the functional roles required by a given instructional situation.

Activity No.	*Evaluation Criteria*
2.4.1.1.B	In this activity the trainee is required to describe instructional roles needed for the situation described. The trainee should identify and describe at least the following roles: 6 classroom teachers 1 itinerant teacher 1 resource teacher 1 ass't. principal for special education 4 teacher aids 1 regular phys. ed. teacher 1 regular music teacher 1 regular art teacher

Competency Component: 2.4.1 To assist the trainees in analyzing specific roles in an instructional program.

Behavioral Objective: 2.4.1.2 The trainee will be able to analyze the tasks performed by the personnel of an instructional program.

Enabling Activities	*Resources*	*Comments*
2.4.1.2.A The resource column contains a list of personnel for a special education program of a school district. This list is a partial roster of the Special Education instructional staff. The entire S.E. staff numbers 50 and serves 400 children of all disability types. Using only the personnel on this list identify the tasks performed by each of the persons.	Mrs. Jones--Director of Special Education Mr. Johnson--Ass't. Director of Spec. Educ. Mr. Doolittle--Principal Mrs. Lee--Ass't. Principal (Discipline) Mr. Edwards--Ass't. Principal (Instruction) Miss Winter--Curriculum Consultant Mr. Franks--Itinerant teacher(Visually Handicapped) Mr. Daniels--Resource Room Mrs. McGee--Classroom Teacher Mrs. Herbert--Classroom Teacher Mr. Bottoms--Classroom Teacher Mrs. DeLeo--Classroom Teacher Mrs. Holloway--School Nurse Miss Thompson--Aid	

Competency Component: 2.4.1 To assist trainees in analyzing specific roles in an instructional program.

Behavioral Objective: 2.4.1.2 The trainee will be able to analyze the tasks performed by the personnel of an instructional program.

Activity No.	*Evaluation Criteria*
2.4.1.2.A	In this activity the trainee is required to describe the tasks performed by each of the personnel included in resource file 2.4.1.2.A. Director of Special Education--Administrator responsible for total program. Ass't. Director of Special Education--Carries administrative decisions to lower levels. Principal--responsible for administrative decisions within his school. Curriculum Consultant--resource to teachers and administrators on curriculum matters. Itinerant teacher--visits school once a week to work with certain children. Resource teacher--maintains room where children go for remediation of certain problems.

Competency Component: 2.4.1 To assist the trainees in analyzing specific roles in an instructional program.

Behavioral Objective: 2.4.1.3 The trainee will be able to determine competencies needed to satisfy roles not currently being performed in an instructional system.

Enabling Activities	*Resources*	*Comments*
2.4.1.3.A The resource column contains a description of roles currently being performed in a hypothetical instructional system. After reviewing this resource, identify the instructional roles that are lacking in this description. 2.4.1.3.B Using the roles identified in activity 2.4.1.3.A you are to delineate the competencies that would be required of persons to fill each of these roles.	2.4.1.3.A Overton School District has a comprehensive special education program for primary and secondary levels. The program is housed in one regular school building and there are four classes in primary and five in secondary. These nine classes are completely segregated with an additional 72 special children integrated in regular classes for varying amounts of the school day. The existing personnel are as follows: five EMR classroom teachers two ED classroom teachers one LD classroom teacher one OH classroom teacher one Special Education Physical Education teacher one Assistant Principal for Special Education	

Competency Component: 2.4.1 To assist trainees in analyzing specific roles in an instructional program.

Behavioral Objective: 2.4.1.3 The trainee will be able to determine competencies needed to satisfy roles not currently being performed in an instructional system.

Activity No.	*Evaluation Criteria*
2.4.1.3.A	In this activity the trainee is to identify the instructional roles which are lacking in resource file 2.4.1.3.A. 6 teacher aids 3 resource teachers 3 itinerant teachers 1 curriculum specialist
2.4.1.3.B	While individual responses will differ depending on the roles that the trainee identifies there are some general criteria which apply. Responses should not indicate tasks performed, that is, it should not read like a job description. Rather the competencies needed to perform these tasks should be delineated. This requires the trainee to first identify the tasks for each role he identifies and then to delineate the competencies required for performance of these tasks. The completed response should include only the latter.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.4.2 To assist trainees in the development of a job description.

Behavioral Objectives:

2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.

2.4.2.2 The trainee will be able to construct job descriptions for specific instructional positions.

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.

Enabling Activities	*Resources*	*Comments*
2.4.2.1 A school system uses job descriptions to describe what duties are to be performed by individuals it employs to fill various positions. As a curriculum consultant you may be asked to assist in writing job descriptions to eliminate overlapping functions, to assist in recruitment of personnel, etc. Therefore, it is important that the trainee understand the basic elements of a job description. The following activity will develop an understanding of these elements in the trainee.		
2.4.2.1.A William Castetter, in his book, Administering the School Personnel Program defines the basic elements of a job description as (1) position title, (2) primary function, (3) major responsibilities, (4) key duties, and (5) qualifications. In order to gain a better understanding of what these areas encompass and how they pertain to the job description, the trainee	Resource File 2.4.2.1.A Castetter, W. B. Administering the School Personnel Program. New York: MacMillan Co., 1962, 115-133. Van Zwoll, J. A. School Personnel Administration. New York: Appleton-Century-Crofts, 1969, 41-47.	

Behavioral Objective Continued:

2.4.2.1.A (continued)

will read the references cited in Resource File 2.4.2.1.A.

After reading these materials, the trainee will secure 3 job descriptions from Resource File 2.4.2.1.B and report forms from Resource File 2.4.2.1.C. Use the information in these job descriptions to fill in the appropriate information under the headings on the report form. For example under the heading Major Responsibilities such things as instruction, classroom management, professional development, etc., might be listed.

Using the elements of job descriptions described by Castetter as headings for your paper.

Your task is to identify which statements of these sample job descriptions represent the specific elements of job descriptions that Castetter described. That is, which statement of Job Description A would you consider a statement of Major Responsibilities, etc. Use the response form in Resource File 2.4.2.1.C.

Resource File 2.4.2.1.B

Resource File 2.4.2.1.C

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.

Activity No.	*Evaluation Criteria*
2.4.2.1.A	A) Position Title: Instructor of Senior High School EMR Students Primary Function: To direct the learning activities of senior high school EMR students in subject matter relevant to the curriculum. Major Responsibilities: 1. instruction 2. classroom management 3. counseling of students 4. school organization and administration 5. professional development 6. school-community relations Illustration of Key Duties: 1) Instruction--provide adequate educational experiences to enable pupils to function as productive members of the community. 2) Classroom Management--(a) establish a climate conducive to learning, (b) organize clerical duties such as pupil attendance, recording grades, taking lunch count, etc. 3) Counseling of Students--assist pupils with academic, personal, social, and vocational problems. 4) School Organization and Administration--contribute to the improvement of the educational program by initiating suggestions for staff consideration and serving on committees appointed to improve curriculum. 5) Professional Development--engage in studies and activities which improve your professional competence.

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.

Activity No.	*Evaluation Criteria*
2.4.2.1.A (continued)	6) School Community Relations--work with parents and community agencies to guide the development of pupils. Qualifications: Must meet state certification requirements to teach secondary EMR classes. B) Position Title: School Psychologist Primary Function: Assessment and diagnosis of children referred because of suspected learning problems. Major Responsibilities: 1. diagnosis 2. coordination of treatment 3. counseling 4. organization and administration 5. professional development Illustration of Key Duties: 1) Diagnosis--the assessment of children referred because of difficulty in the educational program and the diagnosis of the proper type of educational remediation or assistance a child needs. 2) Coordination of Treatment--meet with teachers to assess children's progress in the prescribed program of instruction and coordinate treatment.

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.

Activity No.	*Evaluation Criteria*
2.4.2.1.A (continued)	3) Counseling--in appropriate cases the school psychologist meets with children having emotional problems beyond the scope of the school's counseling staff. 4) Organization and Administration--responsible for providing in-service workshops for professional personnel on tests and the use of the information they provide. 5) Professional Development--engage in studies and activities which improve your professional competence. C) Position Title: Elementary Special Education School Principal Primary Function: Provide administrative and supervisory leadership for the elementary special education school. Major Responsibilities: 1. administrative 2. supervision 3. school-community relations 4. staff-personnel administration 5. business administration 6. facility management Illustration of Key Duties: 1) Administrative--organization of school building and personnel so that it will operate in the most efficient manner; organization of in-service programs, orientation programs for new teachers, and scheduling of additional services. 2) Supervisory--assist personnel with instructional problems and in fulfilling of curricular goals.

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.1 The trainee will be able to demonstrate understanding of the elements of job descriptions.

Activity No.	*Evaluation Criteria*
2.4.2.1.A (continued)	3) School-Community Relationships--provide for effective and productive communication between the school and community through organizations such as the P.T.A. 4) Staff-Personnel Administration--be open and responsive to suggestions or needs of the school's personnel. 5) Business Administration--manage all office duties, prepare budgets and administer all funds necessary for the building. 6) Facility Management--develop plans for utilization of building to its utmost and provide for its maintenance. Qualifications: Must meet all requirements for state certification as supervisor of special classes. In addition, he should have at least two years of administrative experience.

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.2 The trainee will be able to construct job descriptions for specific instructional positions.

Enabling Activities	*Resources*	*Comments*
2.4.2.2 A knowledge of the basic elements of a job description assist us in obtaining the information needed to construct a written job description. The information we obtain through these elements must be organized and written as an explicit statement before it can be called a job description. The following activity is designed to make the trainee proficient at writing a job description. 2.4.2.2.A The job description should be an exact and detailed statement incorporating the information found in its basic elements. Using the information you compiled for activity 2.4.1.2.A construct a job description for a teacher of primary EMR children in a self-contained classroom and a curriculum consultant in a school system of 5,000 students.		

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.2 The trainee will be able to construct job descriptions for specific instructional positions.

Activity No.	*Evaluation Criteria*
2.4.2.2.A	The following is a general guide as to what information the trainee's response might contain. The instructor should realize that the response will vary depending on the information the trainee obtains in activity 2.4.1.2 and allow for this variance in responses. I. The job description for the primary EMR teacher should contain the following: 1) It must be written in narrative form. 2) A position title. 3) The primary function of the instructor such as directing learning activities in subject matter relevant to the curriculum. 4) Major responsibilities of the instructor, for example: A) instruction B) classroom management C) counseling students D) supervisory duties E) school organization F) professional development 5) Illustrations of key duties such as: A) assisting students to reach their maximum development in academic and social areas. B) organize clerical duties like collecting lunch money, recording pupil attendance, etc. C) advising students in academic, social, and personal problems. D) supervision of cafeteria and playground. E) serving on committees to improve the educational program. 6) Qualifications a person filling this position should have such as appropriate state certification and a degree from an accredited college. II. The job description for the curriculum consultant should contain: 1) It must be written in narrative form.

Competency Component: 2.4.2 To assist trainees in the development of a job description.

Behavioral Objective: 2.4.2.2 The trainee will be able to construct job descriptions for specific instructional positions.

Activity No.	*Evaluation Criteria*
2.4.2.2.A (continued)	2) A position title. 3) The primary function of the curriculum consultant such as assisting teachers and administrators as a resource person for curriculum content and processes. 4) The major responsibilities of the curriculum consultant, for example: A) consultation B) administration C) facilitate staff growth D) public relations 5) Illustrations of key duties such as: A) staffings concerning students and appropriate materials for these students. B) acting as liaison between teachers and the administration. C) arranging inservice programs for teachers concerning curriculum and related areas. D) meeting with individuals and/or organizations concerning the school and its curriculum. 6) Qualifications a person filling this position must have such as appropriate certification from an accredited college or university.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objectives:

2.4.3.1 The trainee will develop a set of procedures to be utilized in obtaining the services of personnel.

2.4.3.2 The trainee will be able to devise procedures to be followed in redirecting the services of personnel.

Competency Component: 2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objective: 2.4.3.1 The trainee will develop a set of procedures to be utilized in obtaining the services of personnel.

Enabling Activities	*Resources*	*Comments*
2.4.3.1 The previous activities taught you how to write job descriptions. It is often easier to write a job description for a position than it is to find a qualified person to fill the position. The following activities are designed to develop your competencies in securing personnel to fill positions within the school system. As a curriculum consultant you may be asked to assist in recruiting personnel to fill positions within a school system. The procedures you use to recruit these personnel will vary depending on the number of positions, recruiting, budget, etc. The following activities will make you proficient in developing procedures for obtaining personnel required by a school system. 2.4.3.1.A Before reading the materials in Resource File 2.4.3.1.A, construct a list of the various sources you might use to recruit	<u>Resource File 2.4.3.1.A</u> Castetter, W. B. <u>The Personnel Function in Educational Administration</u>. New York: MacMillan Co., 1971, 185-189.	

Behavioral Objective . Continued:

2.4.3.1.A (continued)

personnel for a school system. Now read the materials in the resource file and use the information you obtain there to expand your list.

2.4.3.1.B

If you are to utilize these sources effectively to recruit personnel you should be aware of examples of each. Using the list contained in resource column to the right, cite an example of each of the sources listed.

2.4.3.1.C

From your readings you learned that certain variables will place restrictions on which sources you might utilize. Write a short paragraph summarizing what these variables are and why they might restrict your recruitment efforts.

2.4.3.1.D

Using the following information detail the procedures you would use to recruit the desired personnel for each of the two school districts.

A) The Oil City School System will be adding 12 additional classes to its special education program and needs the following personnel.

2.4.3.1.A Resources (continued)

Castetter, W. B. Administering the School Personnel Program. New York: MacMillan Co., 1962, 185-189.

Van Zwoll, J. A. School Personnel Administration. New York: Appleton-Century-Crofts, 1969, 54-78.

2.4.3.1.B

1. Placement bureaus of colleges
2. Employment agencies
   a. public
   b. private
3. Professional associations
4. Advertising
   a. newspapers
   b. trade journals
5. Field recruiting
6. Community organizations

2.4.3.1.D (continued)

1) 4 EMR teachers
2) 2 LD teachers
3) 2 ED teachers
4) 2 OH teachers
5) 2 TMR teachers
6) 1 custodian
7) 1 speech therapist.

The school system has limited your recruiting budget to $900.

B) The Blue Ridge Mountains School District is adding 10 new classes to its special education program. You have been asked to recruit the needed personnel, but only $100 is available for recruitment purposes. The following personnel are needed.

1) 4 EMR teachers
2) 2 LD teachers
3) 2 ED teachers
4) 1 OH teacher
5) 1 TMR teacher
6) 1 school psychologist
7) 6 teacher aids
8) 2 lunch attendants

Competency Component: 2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objective: 2.4.3.1 The trainee will develop a set of procedures to be utilized in obtaining the services of personnel.

Activity No.	*Evaluation Criteria*
2.4.3.1.A	The trainee's expanded list of personnel recruiting sources should contain at a minimum the following sources. 1) college placement bureaus 2) public and private employment agencies 3) professional associations 4) advertising through journals, newspapers, television, etc. 5) field recruiting 6) referrals from within the system 7) community organizations 8) military services 9) temporary-help services 10) unsolicited applications 11) Job Corps
2.4.3.1.B	The instructor should understand that the trainees' responses will vary for this activity. The following is a sample of the sources a trainee might cite. 1) Placement Bureaus of Colleges--Education Placement Office University of Missouri 2) Employment Agencies A) public--Missouri State Employment Service B) private--Baker and Baker Employment Service 3) Professional Associations--Missouri State Teachers Assoc. 4) Advertising A) newspapers--Columbia--Missourian B) trade journals--Exceptional Children 5) Field Recruiting--Kansas City School District will be on campus conducting job interviews Nov. 12, 1973 6) Community Organizations--Parent-Teachers Associations

Competency Component: 2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objective: 2.4.3.1 The trainee will develop a set of procedures to be utilized in obtaining the services of personnel.

Activity No.	*Evaluation Criteria*
2.4.3.1.C	There are three main variables placing restrictions upon the sources of recruiting personnel. Budgeting of funds is the first of these. A school with a small budget for recruiting will not be able to use as many national journals or much field recruiting because of the expenses involved. They will need to stick to free or inexpensive sources such as college placement offices. The second restriction is attracting personnel. A school district that doesn't inform prospective candidates of vacancies will have trouble attracting personnel. An attempt should also be made to provide information concerning employment requirements. The third area is communication. Communication about the position and what it entails should be made clear to all applicants. Also information about the school district and community should be provided to each candidate. A lack of such information will make it more difficult to convince personnel that yours is the best school he can choose.

Competency Component: 2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objective: 2.4.3.1 The trainee will develop a set of procedures to be utilized in obtaining the services of personnel.

Activity No.	*Evaluation Criteria*
2.4.3.1.D	A) Since the recruiting budget is of medium size, money could be allocated for an advertisement in a professional journal for teachers such as CEC. An ad in a local paper's help-wanted section should be used to recruit a custodian. Field trips to colleges that have programs for teachers in the areas desired would also be useful. B) This school has a very small budget so free or inexpensive services such as college placement services should be used to recruit personnel. Recommendations from other professionals should be considered. Some money might be used to place an ad in the help-wanted section to recruit lunch attendants and teacher aides. Professional organizations such as the local teachers associations might prove helpful in recruiting teachers. The State Office of Education could also provide assistance in locating teachers.

Competency Component: 2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objective: 2.4.3.2 The trainee will be able to devise procedures to be followed in redirecting the services of personnel.

Enabling Activities	*Resources*	*Comments*
2.4.3.2 The redirecting of personnel is an annual matter in most school systems. In your work as a curriculum consultant you may be asked to assist in this process. The redirecting of personnel is essentially a process of transferring personnel within the school system. Requests for such transfers may be initiated by the employee or the school administration. In either case transfers are made for the benefit of the school system. The following activities are designed to develop your competencies in designing procedures to use in redirecting the services of personnel. 2.4.3.2.A In redirecting the services of personnel within the school system there are certain procedures which should be followed. These procedures are: 1) Assess the personnel needs of the school district.	2.4.3.2.A Resources Castetter, W. B. The Personnel Function in Educational Administration. New York: MacMillan and Co., 1971, 320-325. Castetter, W. B. Administering the School Personnel Program. New York: MacMillan Co., 1962, 289-294.	

Behavioral Objective Continued:

2.4.3.2.A (continued)

2) Notify existing personnel of job openings within the school system.
3) Assess reasons for transfer requests.
4) Interview applicants.
5) Provide notification of and reason for the decision made.

The readings in resource file 2.43.2.A will make you familiar with procedures to use for various situations and the appropriate methods of implementing them. Using these and the information you have gained from the readings, construct a written statement of the procedures that you would use and how you would implement them in each of the following situations:

1) A school district wishes to hire an assistant audio-visual specialist from among its present employees.
2) One of the school districts L.D. teachers is suddenly taken ill and will not be able to finish the school year. The only qualified person to take her place is an elementary school librarian.
3) A teacher requests that she be transferred from a primary EMR class to an intermediate EMR class.

2.4.3.2.A Resources (continued)

Van Zwoll, J. A. School Personnel Administration. New York: Appleton-Century-Crofts, 1964, 262-271.

Competency Component: 2.4.3 To assist the trainee in developing procedures for securing personnel.

Behavioral Objective: 2.4.3.2 The trainee will be able to devise procedures to be followed in redirecting the services of personnel.

Activity No.	*Evaluation Criteria*
2.4.3.2.A	1) The personnel needs for the following school year are assessed through the use of a questionnaire sent to all employees asking them to indicate requests for transfer, and if they intend to be continuing their employment with the school district the following year. Any personnel indicating they are leaving the school district are then interviewed and the reason for their leaving ascertained. Through the use of the monthly school bulletin, notification is given to all employees about job openings within the school system, requirements for persons desiring the position, and how to apply for the position. An interview is then scheduled with each applicant. Each applicant is then notified as to the decision made and the reasons for the selection. 2) A conference is arranged with the qualified teacher. During this conference such things as why the transfer must be made, length of the assignment, duties involved, etc., would be discussed. A written notification of the decision and the reasons for it would then be sent to the employee. 3) The personnel needs for the following school year are assessed through the use of a questionnaire asking employees to indicate requests for transfer and if they intend to continue working for the school district the following year. All personnel requesting transfers are interviewed and their reasons for requesting transfers noted. Important reasons for transfers such as health reasons, contractual obligations, etc., are then given priority consideration when positions are being filled. Notification as to why a transfer was approved or disapproved is then sent to each employee requesting transfer.